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ABSTRACT

Seventeen Massachusetts programs involving schools and communities working together to support the educational success of linguistic minorities are described. The programs represent a cross-section of efforts in the state serving a variety of language groups. Program focuses include: (1) supplemental support and resources for Cambodian students; (2) an experiential science curriculum for English- and Spanish-speaking students; (3) services to a Hispanic community, including a homework center; (4) tutoring of limited-English-proficient (LEP) students by trained college students; (5) advocacy to ensure equity of bilingual programs; (6) after-school recreational, educational, and counseling services; (7) educational and support services to LEP preschool children and their families; (8) a photography project for bilingual students; (9) General Educational Development (GED) and English-as-a-Second-Language (ESL) services for LEP parents; (8) after-school assistance with assignments and tutoring; (9) a statewide coalition of local parent advisory councils; (10) services supporting academic and social adjustment of Southeast Asian students; (11) arts exploration contributing to cultural appreciation; (12) information, assistance, and referrals for Cambodian students and their parents; (13) teacher and administrator training to assist special-needs LEP children; and (14) a summer enrichment program in cross-cultural communication. (MSE)

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SCHOOLS AND COMMUNITIES WORKING TOGETHER FOR LINGUISTIC MINORITY STUDENTS

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SCHOOLS AND COMMUNITIES WORKING TOGETHER FOR LINGUISTIC MINORITY STUDENTS

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INTRODUCTION

Schools are presented with special challenges as they work to respond to the educational needs of linguistic minorities, especially Limited English Proficiency (LEP) students and their families. LEP communities need language classes, support services, and counseling as their students and adults make the transition to a new and unfamiliar language and culture.

The factors that contribute to the educational success or failure of LEP students, as of all students, relate to their experiences in schools and to their socio-cultural background. School personnel, social service workers, and others in the community in most cities and towns across this state and the nation have had little or no experience in addressing the needs of Limited English Proficiency populations. Recognizing that they must work together in order to respond to the linguistic, social, and emotional requirements of their LEP communities, some educators, social workers, and representatives of linguistic minorities are collaborating to identify specific areas of need and mobilize the resources of their communities to provide assistance and opportunity for linguistic minority students and adults.

Schools in communities with linguistic minorities are being asked to provide these students with the range of services that they offer to non-minority students in order to offer equitable opportunities for these children, many of whom have not had the benefit of traditional educational experiences in their native lands. In order to maximize the likelihood that these students will remain in school, take advantage of program options in schools, experience success, and reach high levels of achievement, unique and creative programs and services have been established to address their specific needs. These innovative responses to linguistic and cultural differences have emphasized multicultural awareness and sensitivity, home-school collaboration, the availability of role models, tutorial programs, advocacy, and other social and emotional support services. These exemplary programs also indicate the range of approaches that some communities are developing and can serve as models and incentives for other communities that are doing less for their LEP population.

COMMUNITY EDUCATION AND ITS SPECIAL IMPLICATIONS FOR PARTNERSHIPS THAT SUPPORT LINGUISTIC MINORITIES

Community Education is an approach to addressing community issues that encourages partnership among the individuals and organizations involved. This approach suggests that representatives of the individuals who are to be impacted by programs and services participate in the decision making and implementation that goes into these activities. The partnerships in this book indicate that there are two strategies of community education that are particularly important for the success of linguistic minority partnerships:

- Top Down Commitment
- Bottom Up Involvement

Top Down Commitment

Partnerships that are effective and ongoing require the support of the top administrators of the agencies and organizations involved. The principle is equally important in collaborative efforts that are directed toward Limited English Proficiency populations. While most of the partnerships in this book do not have language minority individuals in positions of leadership, they have secured the support, enthusiasm, and commitment of the top decision makers at these schools and community organizations. This commitment helps to ensure that the linguistic minority support programs receive adequate organizational support, survive changes in personnel, and are able to adapt and grow as conditions warrant.

Bottom Up Involvement

Experience with linguistic minority partnerships indicates that programs that have not been successful often have failed because of cultural misunderstandings and insensitivity. These programs underline the importance of including language minority individuals in every aspect of the planning, decision making, and implementation of bicultural programs. By including representatives of the language and cultural groups that are targeted for services on planning task forces, programs will be better able to ensure that they meet the following goals:

- **Communication**

A barrier for some partnership projects has been the inability of project leaders to speak the language of the target population. While many committees and advisory boards are able to conduct all of their communication in English, there are situations in which translations and interpretation are necessary to ensure greater depth of understanding. In addition, having individuals who are able to speak both English and the minority language helps to ensure that communication vehicles, such as flyers and newsletters, accurately reflect the services and programs to be offered.

- **Appropriateness of Programs**

Partnerships that involve members of the language and cultural groups to be served are more likely to develop programs that meet students' and adults' needs with practical, realistic offerings. Group members will assist in helping planners to understand the background of the people to be served and any constraints, such as transportation requirements or fees, that could contribute to the failure of a program.

- **Cultural Sensitivity**

By involving language and cultural minority representatives in program planning, partnerships can ensure that they have the information that they need to develop culturally appropriate activities. Understanding the historial, cultural, and social background of linguistic minorities has been an important factor in the development of responsive, effective, and needed services and programs.

- **Building Capacity among Linguistic Minority Representatives**

Partnerships have the opportunity to help bilingual and bicultural individuals to expand their ability to contribute to the decision making, implementation, and evaluation of the programs that are designed for their language minority community. By involving these individuals in the organization's development, giving them leadership roles as appropriate, helping to develop the trust of others in their skills, and providing opportunities for self-development, partnerships will be strengthening bilingual programs that address the needs of language minority populations. Also, as possible, staff that are recruited for bilingual programs should be representatives of the minority language groups in order to expand the capacity of these individuals to take leadership in educational programmimg and to serve as role models to children and adults in their community.

The partnerships in this book represent a cross-section of types of programs that have been effective in helping linguistic minority families in this state. Massachusetts has many LEP residents, with some of the larger language minority groups represented including Cambodian, Chinese, Greek, Hispanic, Laotian, Portuguese, and Vietnamese. These groups have settled primarily in urban centers such as Boston, Chelsea, Fall River, Holyoke, Lawrence, Lowell, New Bedford, and Worcester. The case studies in this book are drawn primarily from these communities and indicate the range of resourceful approaches that have been used to assist linguistic minority families. These programs have been selected for their effectiveness, their involvement with school-age children and their families, their representativeness, and their potential for replication.

The compilers of this publication would like to express their appreciation to Eduardo Carballo, Project Director, Title VII, Bureau of Transitional Bilingual Education, who provided assistance by reviewing this booklet, and to Charles Glenn, Director, Bureau of Equal Educational Opportunity, who reviewed the Introduction. We also thank Virginia de Mello for typing the text.

METROPOLITAN INDOCHINESE CHILDREN AND ADOLESCENT SERVICES (MICAS) AND SOUTH BOSTON HIGH SCHOOL

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The Metropolitan IndoChinese Children and Adolescent Services (MICAS) Program and South Boston High School collaborate to provide specialized bilingual services to the Cambodian student population in the school. All Cambodian students who seek a bilingual program in the Boston schools are bussed to South Boston High School. These Cambodians are all refugees who have entered the United States in the past four years.

MICAS is a program of the South Cove Community Health Center, which provides mental health and social services to children, adolescents, and families from Cambodia, Laos, and Vietnam. MICAS operates partnerships with four different high schools, including South Boston High School, and provides summer programs, employment services, and counseling services. In addition to this direct service delivery, MICAS sees its role as arranging culturally appropriate services for IndoChinese people from "mainstream" American service providers. MICAS currently has a mixed Cambodian and American staff of 17 full time employees and 20 part time employees who work in summer programs.

South Boston High School has among its 1,000 students a diverse population that includes 37% Black, 31% Anglo, 18% Hispanic, 14% Cambodian, and 1% other (including Native American). These students come from the most economically depressed areas in the city and the school has a long history of involvement in the desegregation efforts of the Boston school system which have included working with community groups and social service agencies on the issues of racial and ethnic diversity.

DESCRIPTION OF THE AREA

South Boston High School serves a student body drawn from five neighborhoods: South Boston, Columbia Point, Dorchester, Roxbury, and Allston/Brighton. Cambodians come to the school primarily from the Allston-Brighton area of the city. As newly arrived refugees, most Cambodians have many cultural and language based adjustment difficulties. Often they have been the victims of racial harassment, vandalism, and attack. Many refugee Cambodians do not feel secure in their living environment, which carries over to their attitudes about school.

PROGRAM FOCUS

The MICAS-South Boston High School partnership has three broad objectives:

- To increase the Cambodian students' access to and use of school and community resources
- To supplement normal school resources to address the cultural needs of Cambodian students
- To provide accessible and culturally appropriate mental health services to students

PROGRAM ACTIVITIES

The MICA-South Boston High School partnership provides many specific services to Cambodian students, their families, and many of the school personnel and service providers who interact with them including:

- Information on and referral to school and community services
- Interpretation/translation services
- Diagnostic evaluations
- Personal and family counseling
- Core evaluation services
- Crisis intervention
- Escort/transportation to obtain services
- Outreach to students and school personnel
- Advocacy for specific clients and the general Cambodian population

Some of these services are for the general Cambodian population while others are provided to specific students who need them. MICAS staff are on-site at the school from 8:00 a.m. to 2:00 p.m. three days a week and share the work and counseling space that is available in the school. All services are provided both in Khmer (Cambodian) and English.

Because there is a waiting list "a mile long" for the individual and family counseling services that MICAS provides, counselors attempt to reach the "most vulnerable" students first. MICAS manages to service about 25 students per year although its contract specifies services to 18 students. MICAS also expends considerable time in consulting with school and community professionals who work with Cambodian students. This effort focuses on sensitizing these professionals to the cultural and language differences the Cambodians face.

State Chapter 636 money supports some outreach and prevention services which include translating and explaining announcements for Cambodian students in home rooms, developing bilingual flyers, holding specific assemblies for Cambodian students, and other "single shot services to kids in need." One outcome of these services has been the development of a booklet that orients Cambodian students to South Boston High School and to American high schools in general.

HISTORY AND DEVELOPMENT

To understand the history of the MICAS-South Boston High School partnership, it is important to appreciate the situation of the Cambodian refugees who came to Boston. Cambodian refugees, who began entering the United States in substantial numbers in 1981, carried the scars of the Pol Pot regime. Most teenagers entering this country had no more than three years of formal education, were not literate in their native language, and had spent long periods in holding camps on the Cambodian-Thailand border before being permitted to emigrate.

In one eight month period in 1981, 1000 Cambodians registered in the Boston Public School system, which had no Khmer speaking teachers to service these children. All Cambodians of high school age were sent to English High School, which had a fledgling Laotian program. The Boston schools were not able to recruit teachers from this refugee population because so many teachers and other professionals had been killed in Cambodia. Therefore, approximately 135 Cambodian students were put in classes with substitute teachers who spoke no Khmer. Additionally, the Laotian students saw the Cambodians as invading their turf and hostility and tensions developed between the two groups.

At this time, MICAS existed only as a "dream" of its current Program Coordinator, Holly Lockwood, who approached the director of the South Cove Community Mental Health Center about starting a program to aid IndoChinese immigrants/refugees. They initiated a program in the summer of 1981 and Holly became known and trusted by the arriving Cambodian population. Holly also began to work with Cambodian teenagers to improve their situation at English High School by requesting the State Department of Education and the Boston school system to provide a separate bilingual program for the Cambodian students. They wanted to identify a small, "good" high school that genuinely wanted the Cambodian students. When South Boston High School showed a strong interest, they made presentations to other Cambodian students and their

families and invited some of the Hispanic bilingual students from South Boston to speak with the Cambodians. South Boston, because of its work with desegregation issues, has a strong commitment to involving community agencies and groups in operating school programs and a history of providing agencies with space in the school building.

When South Boston High School was chosen to be the site for the Cambodian bilingual program, MICAS came into existence to provide the needed support services. MICAS staff took on whatever role seemed appropriate and worked closely with the headmaster of the school and the director of staff and program development. MICAS staff consulted with school personnel to sensitize them to the Cambodians' situation and developed a plan for integrating the Cambodians into the existing school population.

Part of the program design called for locating Cambodian refugees who could work in teams with American social service professionals to provide counseling/support services. A Cambodian community leader was approached and asked to recommend individuals from the community to work in the program. This pairing of Cambodians with American human service professionals to provide services to Cambodian students has been very successful and will continue until Cambodian refugees are able to obtain the professional credentials needed to provide services directly. This connection to the Cambodian community has also been used to recruit Khmer bilingual teachers.

MANAGEMENT AND COORDINATION

Currently, there are three MICAS staff members providing direct services at South Boston High School, including an American social worker and a male and a female Cambodian case worker. They meet daily with Cambodian students and a variety of personnel from the school including staff, ESL teachers, bilingual teachers, the nurse, the special education coordinator, guidance counselors, and student advisors. They use a team approach in which a Cambodian "caseworker" or paraprofessional is paired with a social worker with extensive cross cultural experience or knowledge of IndoChinese refugees.

Weekly management of the partnership occurs between the MICAS social worker and the school's director of staff and program development, who is a key player because she has access to resources in the school and can operate effectively as a liaison between the school and MICAS. By coincidence, this woman has prior experience as a ESL teacher and also is particularly sensitive to human service functions.

The MICAS director meets with the director of staff and program development or the headmaster of the school 3-4 times annually to discuss broad issues of funding and program development. MICAS staff at the school attend two monthly meetings, one with the bilingual and ESL staff of the school and the second with the other human service agencies that operate in the school.

FUNDING AND RESOURCES

The Department of Social Service, the Mayor's Office of Jobs and Community Service, and the Boston Public Schools' Chapter 636 funds all contribute financially to MICAS. Additionally, the school provides office and counseling space for the program, a telephone, and a message service when MICAS staff are not available. The director of staff and program development and her staff also give considerable time to MICAS projects.

MONITORING AND EVALUATION

Records are maintained of all counseling services provided to Cambodian students and of other daily activities of the project. No formal evaluation is done on the "health" of the partnership. However, MICAS and school staff are in ongoing and close contact which enables them to discuss and address problem areas.

CONCLUSIONS AND IMPLICATIONS

The MICAS project in South Boston High School is a transitional partnership that links American human service workers with Cambodian paraprofessionals in anticipation of Cambodians becoming trained and certified to provide these services.

The general approach of South Boston High School to the partnership and to its students has been an important positive factor in aiding the MICAS project. The school believes it has a responsibility to educate students in a very holistic manner that values the person as well as the academics. The school strives to have representative participation of its diverse student population in all its activities and has shown a strong commitment to supporting this important program for Cambodian refugee students.

HOLYOKE SCHOOL SCIENCE ENRICHMENT PROGRAM

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PARTICIPANTS

The Holyoke School Science Enrichment Program, a cooperative effort between the Holyoke School System and the Hitchcock Center, is housed in two of Holyoke's elementary schools. The Hitchcock Center, a non-profit environmental education organization located in Amherst, Massachusetts, provides education about the environment to students, teachers, and the general public.

DESCRIPTION OF THE AREA

Holyoke, located on the Connecticut River in Hampden Country, is the third largest city in the Pioneer Valley of western Massachusetts, with a total population of approximately 45,000 people. It is an ethnically diverse city with more than 7,500 Latino residents, most of whom are Puerto Rican. In the 1950's and 1960's, large numbers of immigrants settled into Holyoke to take advantage of the city's inexpensive housing. Many immigrants worked in the tobacco fields of the Pioneer Valley until the late 1960's when the tobacco industry disappeared, leaving large numbers of people unemployed. As more immigrants continued to arrive, unemployment, housing and inadequate education became chronic problems. Conservative estimates place the adult unemployment rate in the Latino community at over 20%.

Over 51% of the children in the Holyoke School System are Latino. Second generation Latino children who have grown up with Spanish as their first language have often encountered difficulty in the English speaking education system, which has contributed to the 28% drop out rate in Holyoke. The Holyoke School System, the poorest urban school system in the Commonwealth, is currently involved in comprehensive efforts to reverse these and other community problems.

PROGRAM FOCUS

The Holyoke School Science Enrichment Program creates an experiential science curriculum which is targeted toward English and Spanish speaking students. The program is staffed and designed for hands-on science learning in classrooms in which varying degrees of English and Spanish are spoken, depending on the student group.

PROGRAM ACTIVITIES

The centerpiece of the program is the science curriculum which is developed primarily by Hitchcock Center staff with input from school system staff. Hitchcock Center staff come to the school every other week to conduct science lessons while the grade level teacher remains in the room to assist and observe. Hitchcock Center staff generally leave the teachers with one or two pages of ideas and with bilingual worksheets for students that can be used to integrate the material from the science lessons into the students' other work. Additionally, Holyoke teachers learn through observation and experience about conducting hands-on science activities.

The program was conducted the first year with fifth grade students, the second year with fourth graders, and the third year with third graders. Hitchcock staff continued to act as consultants or resource persons for the previous years' teachers by providing them with materials, ideas, or assistance with lesson plans. Hitchcock Center staff teach to very diverse groups of students:some of their classes are "mainstream" and English is the only language spoken; some of their classes are "blended" with some students who are English speaking and others who are primarily Spanish speaking; and some are "bilingual" for all students who are primarily Spanish speaking. The instructors must be flexible in the amount of English or Spanish that they use in a particular lesson, depending on the students involved. Students usually work in pairs and students in blended classrooms are matched in bilingual pairs to help them get the most from each other's cultural and language background.

Lessons are geared to help students develop their own thinking skills and to integrate scientific principles with concepts which are already familiar to them. A physical science lesson might have students take apart a flashlight and trace the flow of current in order to begin to understand the concept of circuits. Pairs of students would then be given a battery, a wire, and a bulb and asked to figure out how to make a circuit. The Hitchcock Center staff would also use large paper models to help students further manipulate concepts related to circuits. In this way, science is made very real for students and is geared to the language proficiency of the particular student.

HISTORY AND DEVELOPMENT

A number of Holyoke teachers observed the educational work of the Hitchcock Center staff in a summer program for bilingual students. They asked the Transitional Bilingual Education (TBE) Department in the Holyoke School System to help them in initiating such a science program in the Holyoke schools. TBE staff contacted the Hitchcock Center, which agreed to collaborate in the preparation of a proposal for funding. This proposal has been renewed annually since 1984.

MANAGEMENT AND COORDINATION

The primary coordinator for the science program at the Hitchcock Center and another educator from the Center deliver the science lessons in the schools. The coordinator meets with the grade level teachers from Holyoke on a weekly basis to discuss how the classes are going and assist teachers with specific questions or needs. Small refinements in curriculum emerge from these meetings as appropriate.

The overall curriculum is agreed upon in a spring planning meeting at which the coordinator proposes an outline for science activities for the following year that the grade level teachers review, refine, and adopt. Hitchcock Center staff have designed these science units to synchronize with and complement the science lessons that are taught in the classroom textbook. This synchronization has meant some restructuring of the basic curriculum sequence and considerable coordination on the part of all involved.

FUNDING AND RESOURCES

The Holyoke School Science Enrichment Program is supported by a grant from the Massachusetts Council on the Arts and Humanities. Additional resources are contributed by both the Holyoke School System and Hitchcock Center and the program has received grants from the Massachusetts Department of Education to support dissemination of the project in various forms.

MONITORING AND EVALUATION

Evaluation of this project is done on a number of levels. After each lesson, the Hitchcock Center educator has the grade level teacher complete an evaluation of the lesson. This evaluation is geared toward providing the Hitchcock Center educator with feedback and helping the grade level teacher integrate some of the concepts presented. The evaluation asks teachers to note the ideas, methods, or activities from the lesson that they might be able to use themselves and the skills the lesson helped the students to develop. Informal meetings with teachers also provide the science educators with ongoing feedback on the lesson's content and the grade level teacher's perception of its effect on students. These meetings also provide ideas for improving or expanding the funding proposal.

An end of the year evaluation solicits feedback from the students and teachers and is used to help refine the total program. The Massachusetts Council on the Arts and Humanities also has come to observe the program as a part of the monitoring system for its grants.

CONCLUSIONS AND IMPLICATIONS

This program has received an award from the Governor and a grant which recognizes it as an exemplary program. It has combined elements that are important in Holyoke's urban school system: it presents science to children by tapping into their natural vitality and excitement and enriches teachers through new ideas and resources.

Through its dissemination grant, Hitchcock Center staff will have an opportunity to write up their curriculum, make presentations at conferences, and distribute information about their program to other bilingual teachers across the Commonwealth. This partnership between the Hitchcock Center and the schools has resulted in a unique and enriching experience for children in Holyoke and across the state.

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SMILES (SOUTH MIDDLESEX LATIN EMERGENCY SERVICES, INC.) AND THE GRACE CHURCH OF CHRIST OF FRAMINGHAM, MASSACHUSETTS

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PARTICIPANTS

SMILES and the Grace Church collaborate to offer a variety of classes to Hispanic adults in the town of Framingham. Over the past three and a half years, they have offered classes in cooking, knitting and crafts, and health care.

SMILES is a non-profit corporation established in 1978 to serve the primary needs of the Framingham Hispanic Community and is the only link between the Hispanic community and town agencies. The goal of SMILES is to improve the quality of life for Hispanic-Americans and to actualize the potential of each Hispanic-American member of the community. SMILES has run a Job Development Project since 1983 that provides training and assists Hispanics in the job search process. The SMILES office is staffed by three full time employees, one of whom is the Director, and two volunteers who also work in the office, which is located in downtown Framingham.

The Grace Church is a 113 year old establishment that employs two full time pastors, including the Director of Religious Education, and several clerical staff. The church ministers to a 700 member congregation and supports nearly a dozen standing committees, including the Social Action and Missionary Committee which initiated collaboration with SMILES to coordinate classes for Hispanics.

DESCRIPTION OF THE AREA

Framingham, 20 miles from Worcester and Boston, has a population of 75,000. It is an important industrial center with a diversified manufacturing base which provides substantial employment opportunities for its residents. High technology industries, located on the periphery of Boston, also provide many jobs for Framingham residents who are able to commute to these neighboring cities and towns.

Framingham's Hispanic population is estimated to be 7,000, with 80% of these individuals coming from Puerto Rico. In addition, 80% of the Puerto Rican immigrants are from Guayama, a small town located on the southeast coast of the island.

PROGRAM FOCUS

The SMILES-Grace Church collaboration works to serve the needs of the Hispanic population and to assist in integrating Hispanics into the larger Framingham community.

PROGRAM ACTIVITIES

The SMILES-Grace Church collaboration began in the spring of 1982 when it offered two consecutive eight-week series of evening classes for Hispanic adults. These classes, repeated in 1983, included cooking, sewing, and crafts in one session and health care issues in the second session. While no classes were offered in 1984 and 1985, Grace Church did send a questionnaire to individuals in the Hispanic community to determine the activities that were desired and the needs that were going unmet.

The result of the survey provided the impetus for the establishment of a Homework Center for K-12 Hispanic students. This Center, situated in a community meeting hall in a neighborhood in which many of the Hispanics live, has provided after-school assistance with homework for a total of 45 students. Eleven tutors, recruited by the Church, work with these students on a volunteer basis and have included teachers, nurses, an engineer, a computer specialist, and a nutrition specialist.

HISTORY AND DEVELOPMENT

The SMILES-Grace Church collaboration started in the fall of 1981 when a member of Grace Church's Social Action and Mission Committee approached SMILES for advice. The Committee wanted to find ways to assist the non-English speaking Hispanics of Framingham. It turned to SMILES because it was known for its ties to the Hispanics community and its effectiveness in linking Hispanics and the larger community of the town. This initial meeting involved one member of the Social Action and Mission Committee and the SMILES director, who was ready with valuable input.

Planning for the project in subsequent meetings involved several individuals from the Committee and from SMILES. They jointly designed curriculum for the classes and handled the logistics. SMILES took on the responsibility of public relations by designing and distributing a flyer to Hispanics in the town and promoting the classes in its newsletter.

MANAGEMENT AND COORDINATION

Most of the management and coordination of the program was initially accomplished by two individuals, a member of Grace Church's Social Action and Mission Committee and the SMILES director. Since the beginning of the classes in 1982, several other individuals have become active and have contributed to the coordination of the activities. One member of the church Committee, who taught the health classes in 1982 and 1983, has increased her involvement and is responsible for the orchestration of the Homework Center project.

In this informal collaboration information flows between the Committee and SMILES frequently. The organizations appreciate that each has resources that complement the other. Grace Church takes the lead in arranging the classes, which are held at the church, and is well-equipped to tap the community for teachers. SMILES, on the other hand, has access to the Hispanic community, can articulate its needs, and effectively communicates with its residents.

FUNDING AND RESOURCES

Funding is a minor consideration in this partnership. Grace Church has spent no more than a few hundred dollars since this project began and absorbs the overhead, which includes heat and light for the building and the cooking stoves. SMILES absorbs the moderate amount of clerical work and administrative time that is required.

Expenses are kept to a minimum through a concerted effort on the part of both the Church and SMILES. The Material Aids Committee of the church supplied sewing machines for students and patterns were brought to class and swapped among classmates. Students were expected to purchase fabric for their projects. In the cooking classes, the only real expense was the food, which was purchased in part through students' contributions of cash and groceries. All teachers in the program have volunteerd their time, including local physicians who agreed to lead several of the health care classes.

MONITORING AND EVALUATION

The SMILES-Grace Church collaboration does not have a formal monitoring and evaluation process. The response of the Hispanic community, as seen in the number of participating students, is deemed the yardstick for its success. However, the partners continually oversee all aspects of the program and have been creative in making adjustments as necessary. In response to the problem of poor attendance in the health classes one year, these classes were not offered in the following year. Instead, brief presentations on health issues were given in conjunction with the more popular cooking classes. During the 15-30 minutes required for the dishes to bake, a captive audience enjoyed lessons that included diets for prevention of high blood pressure; shopping guides for low sodium, low cholesterol foods; and self-breast examination practice with models and a film in Spanish.

CONCLUSIONS AND IMPLICATIONS

This collaboration has benefitted from Grace Church's careful and well-established organization and from the dedicated individuals who work within it. This success can be attributed to the SMILES director, who has her finger on the pulse of the Hispanic community and is a capable and personable administrator. Another significant factor in the success of this collaboration is the geographic proximity of the two "agencies" to the center of town and to the Hispanic community. This joint endeavor has facilitated communication between Hispanics and others in Framingham and provided a shared approach to addressing the community's concerns.

THE TEAMS PROJECT

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PARTICIPANTS

Amherst Regional High School and the School of Education and Division of Continuing Education at the University of Massachusetts have combined their efforts to provide "Tutoring Southeast Asian Secondary School Students," a one-on-one tutoring program for Southeast Asian high school students. This program is commonly referred to as the TEAMS Project (Tutoring Enrichment Assistance Models). The students in this program, who are of Vietnamese, Cambodian, and Vietnamese-American (Amerasian) descent, are refugees from their homelands and have been in the United States from 1-3 years.

The University of Massachusetts and Amherst Regional High School are located in the town of Amherst. Approximately 600 students from Amherst and three nearby towns attend the regional high school. Prior to the recent influx of Southeast Asian students, this school had few bilingual students and, according to Department of Education regulations, was not required to provide special bilingual services.

The Division of Continuing Education provides a variety of academic programs outside of the traditional university offerings through evening and non-credit programs. The Division of Continuing Education is also the component of the university that provides outreach to surrounding communities, developing innovative programs to meet community needs. The School of Education, one of nine schools at the University of Massachusetts, provides a range of teacher preparation and human service training programs for undergraduate and graduate students. In addition, there has been a historic link between the School of Education and the Amherst school system that has resulted in the development of numerous programs that respond to community needs.

DESCRIPTION OF AREA

Amherst is located north of Springfield and close to the Connecticut River. It is strongly influenced by the academic community in the area which includes five colleges and universities, including the University of Massachusetts. Amherst has about 33,000 residents, not including the transient university population, and a minimum amount of industrial activity.

Since 1984, 55 Southeast Asian students of Vietnamese, Cambodian, and Amerasian descent have enrolled in the Amherst school system. Approximately half of these students live with their natural parents and half with foster parents. The local Lutheran Child and Family Services agency has been instrumental in settling these individuals, many of whom are refugees, in the area.

PROGRAM FOCUS

The central focus of the TEAMS Project is to provide tutorial help to Southeast Asian junior and senior high school students. It also aims to provide tutorial experience for university undergraduate students, to create opportunities for Southeast Asian students and university undergraduates to come to know one another, to promote collaboration between the Amherst public schools and the University of Massachusetts, and to develop a model for operating collaborative tutorial programs.

PROGRAM ACTIVITIES

The central feature of the TEAMS Project is the school-site tutoring which occurs for one hour a day after school, three days per week. In addition, tutors meet every Friday afternoon in a seminar group to receive a foundation in the theories and methods of cross-cultural teaching and to evaluate the effectiveness of the program.

The TEAMS Project is an adjunct to the ESL (English as Second Language) program at the high school. Tutors work with students in the areas of mathematics, science, history, American culture, English comprehension, and conversational English. In addition, tutors help students improve their study skills, organize their notebooks, and manage the completion of their homework. This tutoring has become formalized within the school system to the extent that ESL/Tutoring referral forms are used by teachers to indicate in which specific areas students need help. Other non-Southeast Asian bilingual students have begun to "hang around" the ESL room, also, because of the program's reputation for helping students.

This tutoring occurs in a unique context because Southeast Asian students are studying in academic subjects and adjusting to and managing a "fit" for themselves in a new and different culture. Also, because a clear goal and effort of the tutoring program is to provide the students with help in this transition, tutors often act in the role of "big brother" to their tutees. In this way they learn about each others' world and develop a sensitivity to and understanding of each others' experience. The Southeast Asian students have vast differences in their English proficiency. Tutors help the students practice and refine their English in direct tutoring and, as the need arises, by assisting them with their other academic work.

A Friday seminar for tutors is run on a weekly basis. The seminar provides an opportunity for tutors to improve their skills in the methods of teaching and to evaluate their success in tutoring. It also provides the tutors with an opportunity to learn about the different cultures in Southeast Asia and the racially-based difficulties these students face in American schools.

Selecting tutors for the program is an involved process. There are many more students who apply to be tutors than there are available openings and the decisions are made based on applications, interviews, and references. Also there is a conscious attempt to ensure that the tutors reflect a racially and sexually diverse group.

HISTORY AND DEVELOPMENT

The TEAMS Project was begun by two people, the director of secondary education for the Amherst schools and the Program Manager for the Division of Continuing Education, both of whom were part-time faculty members at the School of Education. These individuals travelled weekly to Boston together and, during these trips, began to discuss the possibility of developing collaborative programs between the three organizations they represented.

In their discussions on ways to link the resources of the university with school systems, they began to focus on having undergraduates tutor high school students. This approach would provide needed tutoring to high school students and meaningful internship experiences, often a requirement of academic programs, for undergraduates. They envisioned a small, targeted collaborative program that could be easily initiated and replicated in other locations and for populations other than linguistic minorities.

The idea for the TEAMS Project had become well-defined by late 1983. The Amherst School system was experiencing a rise in the number of students of Southeast Asian descent. This population, many of whom were refugees, had distinct and special needs that the school system did not have the resources to meet. The Associate Provost for Continuing Education and Public Service supported the idea as a way to meet the Division of Continuing Education's mission of public service. The ESL Program Coordinator at the high school was brought into the planning process and expressed her need for such a program. She felt that an after-school program would be the best format. Because all parties recognized that a coordinator was needed to manage the project, a graduate student who was familiar with the program's development was hired and plans to begin the tutoring were set for Spring, 1984.

From the point at which the tutoring program was targeted toward Southeast Asian students, plans were made to work on the important cultural and language differences faced by these students. It was expected that undergraduate tutors would need a high level of cultural sensitivity and language skills to work effectively with the students. A training, support, and evaluation seminar was planned for the tutors that included workshop style presentations by the ESL Coordinator on the language barriers and cultural differences of the students. In addition to presenting general strategies, the seminar required students to reflect on their experiences and identify "successful strategies" for working with the Southeast Asian students. As the current project coordinator noted, "There needed to be a way to tie their experiences together."

Eight undergraduate tutors were recruited, mostly from the Human Services degree program at the School of Education, at the beginning of the spring semester of 1984. These tutors, who were screened for

their commitment to and motivation for tutoring, received a small stipend of $100 per semester and academic credit to ensure their participation in both the tutoring and the Friday seminar.

Prior tutoring collaborations between local universities and the Amherst schools had failed due, among other things, to a lack of interest and commitment on the tutors' part. Therefore, the TEAMS Project had to prove itself first as a two week pilot and then on a week to week basis. More recently, the school system has expressed its confidence in the program by agreeing to semester long commitments to it. The ESL Coordinator describes the program as very well organized and identifies the stipend and course credit as key incentives in maintaining the tutors' participation.

The TEAMS Project has evolved in many ways since its inception. As the tutoring has taken on a more academic focus, undergraduate tutors have been recruited from specific subject areas such as mathematics and science. Currently, only 3 of 18 tutors are Human Service majors with the others coming from specific disciplines. While most tutors participate in the program for one semester, those who continue have taken on leadership and administrative roles, including planning and evaluation, in addition to their tutoring. Several Southeast Asians, who are now undergraduates at the university, are also tutors in the program.

The TEAMS Project has also broadened its programming. Some tutors work with ESL teachers as aides in their classrooms, assisting with children individually and in groups. ESL teachers attend the tutors' weekly seminars to discuss the progress that is being made with their students and to benefit from the guest speakers who are brought in for the tutors. These teachers also serve as resources to the seminars through making presentations and informally sharing their expertise. TEAMS has expanded into the Amherst Junior High School and Northampton High School and is opening its services to additional language minorities, especially Hispanics. In the seven semesters of the project, a total of 90 tutors and an average of 30 students per semester have participated in the program.

MANAGEMENT AND COORDINATION

Daily coordination of the TEAMS Project is managed by the graduate assistant Project Coordinator. This person is on-site with the tutors and coordinates all tutoring activities. The coordinator, along with the Program Manager from the Division of Continuing Education, leads the three credit Friday seminar class for the tutors and meets with tutor leaders on Friday afternoons to assess how the week went. The ESL Coordinator from Amherst meets with the Project Coordinator once every two weeks to assess the academic performance of students and to target their specific tutoring needs. The ESL Coordinator also follows up with the teachers of the students as another way of determining their tutoring needs and the results of their tutoring.

The Amherst Director of Secondary Education and the Program Manager of the Division of Continuing Education are in contact with the University's Associate Provost and meet at least yearly to reaffirm continued organizational commitment to the project. The Project Coordinator has routine contact with the Program Manager and meets with the Director of Secondary Education twice per semester.

FUNDING AND RESOURCES

There are two sources of funds that are used to underwrite project costs. Approximately 75% of this financial support comes from State Department of Education bilingual funds and is channeled by the Amherst Schools for these bilingual services. The other 25% of the funding originates in the Division of Continuing Education and takes the form of student hourly funds.

There are also many in-kind resources contributed by the participating organizations. While the Project Coordinator is paid directly for working with TEAMS, the time of all other administrators is donated in-kind by their respective organizations. All organizations provide adminstrative support for the program and both Amherst High School and the School of Education donate space to it.

MONITORING AND EVALUATION

Evaluation is a routine part of the project's operation. In the seminar, students and the Project Coordinator assess the project's success on a week to week basis. All the key sponsors for the three participating organizations also informally evaluate the project's success and recommend changes for the future. At the end of each semester, current students and tutors complete a written evaluation of the project.

There also is informal monitoring by the participating organizations to ensure that continued support is forthcoming. There is a sense of "taking a pulse" on the collaboration at infrequent intervals. As one of the collaborators said, "A series of informal non-predictable conversations occur to justify the program."

CONCLUSIONS AND IMPLICATIONS

The TEAMS Project is notable for its sensitivity to the bilingual and bicultural background of its service population, which permeates all aspects of the delivery of services. There is a positive perspective on the meaning of cultural difference that forms the basis for respect and friendship. The tendency to "melt" the Southeast Asian students into mainstream American culture is tempered by an attempt to maintain their cultural differences to the extent possible.

The TEAMS Project serves as a model of school-university collaboration. The partners have attempted to maximize the incentives and minimize the cost for the organizations participating in the collaboration. None of these organizations incur substantial costs in time or money to operate the project, which does not compete for the limited resources of the organizations to any significant degree. Also, the organizations benefit from getting to know each others' capabilities and interests.

The university believes that the TEAMS Project has a basic structure that would work for other school-university collaborations and hopes to replicate it at other sites. It sees the focus of this model as generic tutoring and expects to find it transferable and mobile.

THE LYNN PARENT ADVISORY COUNCIL (PAC) AND META (MULTICULTURAL EDUCATIONAL TRAINING AND ADVOCACY PROJECT)

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PARTICIPANTS

The Hispanic Parent Advisory Council (PAC) of Lynn, Massachusetts, and the Multicultural Educational Training and Advocacy Project (META) have collaborated on a project which brings appropriate bilingual education to the public schools of Lynn. The Lynn PAC-META collaboration and the legal suit that evolved from this collaboration eventually grew to embrace the Chelsea Hispanic PAC and PUEDO, a statewide organization of fifteen other Hispanic PAC's.

The core of the Lynn PAC is a group of 25-30 parents, all of whom have Spanish speaking children in the Lynn school system. Most of these children are enrolled in Lynn's bilingual educational program. Since September, 1982, when parents rallied over a problem with bus service for their children, the Lynn PAC has been active in addressing many issues that relate to Lynn's bilingual program.

META, a national organization in its fifth year of operation, has its main office and five staff members in Boston. META provides legal assistance to community groups that are working to ensure effective education for language minority students in the schools. META works both formally and informally with groups, most of which to this date have been Parent Advisory Councils (PACs) in Boston, Chelsea, Lowell, Springfield, Taunton, and other communities.

DESCRIPTION OF AREA

Lynn, Massachusetts, a city of 78,000 people, is approximately 10 miles north of Boston. Like many cities in the area, Lynn has benefitted economically from the boom in the high technology industry over the past 10 years.

Lynn's public schools, which have a budget of $24 million, enroll 13,000 students in four high schools, three junior highs, and 23 elementary schools. Nearly 1,000 of the student population are Hispanic and almost 40% of that number have limited English proficiency.

PROGRAM FOCUS

The Lynn PAC and META have joined forces to document the inadequacies of Lynn's bilingual education program and to rectify these inadequacies. For approximately one year, META and the Lynn PAC tried to force change using parent pressure alone. When this strategy yielded only partial compliance, they decided to impose legal pressure. In June, 1985, META and Lynn PAC filed a class action suit against Lynn's school and town officials, as well as against responsible state administrators.

The suit points out the fact that Lynn has an unusually high dropout rate among Hispanic youth, with 64% leaving school between the 7th and 12th grades. Statewide, the Hispanic drop-out rate is much lower, at 47%, and the drop-out rate among white youth is 9%. The suit also identifies the inadequacies of Lynn's bilingual program. Of major concern are the noncredentialed ESL (English as a Second Language) teachers who have been grandfathered into their positions and the lack of Spanish-speaking guidance counselors, both of which are believed to have direct bearing on the high drop-out rate. Parents also are concerned about the inadequate tests and teaching materials and the absence of a remedial reading program, special education program, and vocational/technical training program.

PROGRAM ACTIVITIES

The Lynn PAC-META partnership is typified by frequent meetings to plan for and implement the group's activity. The group has met on several occasions with the Chapter 636 Director who "doubles" as the Bilingual Director, the assistant school superintendent, and the school committee. When appropriate, META attorneys, one of whom is Hispanic, attend the meetings in Lynn.

The group began to be taken seriously by the Lynn School Committee in March, 1984, when Hispanic parents, as a newly-formed PAC, presented a letter of grievance to the Committee. At least 35 Hispanic parents crowded into the meeting room and listened to the presentations and subsequent discussion that were held in both English and Spanish. The School Committee responded and conditions for bilingual students began to change. Inequities in classroom conditions were remedied and bilingual students received the materials and equipment they needed and that were enjoyed by other classrooms in the school.

HISTORY AND DEVELOPMENT

META became acquainted with the Lynn PAC through the Lynn Legal Services office. META attorneys knew an attorney in the Legal Services office, with which they had worked on previous projects, who told them about Hispanic parents' struggle with the bus service and suggested that META contact these parents. Simultaneously, the Lynn PAC was beginning to organize formally. Members had begun to meet about their concerns with bus service for their students and were beginning to turn their attention to the quality of the bilingual program. Research into the program raised greater concern and additional parents become involved with the PAC. It was at this point that META attorneys approached the Lynn PAC and offered their assistance.

In March, 1983, the Lynn PAC, with META in a supportive role, presented its grievances to the Lynn School Committee in a well-attended open meeting. While changes resulted, the PAC and META spent the following school year trying to get the remainder of the grievances addressed so that they would not have to resort to taking legal action.

By late fall, 1984, the PAC and META decided to initiate a class action suit, which was supported by PUEDO, a coalition of 15 Hispanic PAC's in the state of Massachusetts. PUEDO and members of the Chelsea, Massachusetts PAC decided to join Lynn as a plaintiff in the suit, which was filed in June, 1985 and settled through mediation and a consent decree. As a result of this decree, for the first time the Lynn Schools have a bilingual guidance counselor, a permanent program director, a bilingual curriculum, services for bilingual dropouts, and plans are underway to provide all bilingual students with individual service plans.

MANAGEMENT AND COORDINATION

The Lynn PAC meets monthly with its full membership and PAC officers meet in monthly board meetings. META representatives have met with the PAC in most of the meetings that were held from the fall of 1983 until January, 1985. PAC members and META representatives also attended meetings with school officials.

META has made a concerted effort to let the PAC "manage" the affairs of the controversy as it believes that it has a mission to empower the people with whom it works. META believes that its relationship with a community group should strengthen the group and enable it to function independently. While META representatives attended many PAC meetings, they often played a very minor role in the discussion and decision making.

FUNDING AND RESOURCES

META and the Lynn PAC have worked out a collaborative, voluntary relationship in which each organization contributes its time to help the other meet its goals. META, funded primarily by an annual Carnegie Foundation grant of $12,000, also received a contribution of $15,000 from the New World Foundation of New York this year. META is currently seeking to broaden its fiscal base and has engaged the services of a professional fund raiser. The META Project also has been strengthening its relationship with Harvard University in the past few years. Personnel at the Harvard Graduate School of Education offer themselves as expert witnesses on educational matters when META needs them in court. META is also beginning to work with Harvard Graduate School of Education students who have done research on issues relevant to META's work. Funding for the Lynn PAC, a state mandated program, comes from the state Department of Education.

MONITORING AND EVALUATION

There is no formal evaluation of the Lynn PAC-META collaboration. However, the success of the relationship is evident through its longevity and its accomplishments in creating positive change for language minority students in the Lynn school system.

CONCLUSIONS AND IMPLICATIONS

The strength of this collaboration lies in the ability of each organization to contribute to the goals of the partnership. The PAC understands the needs of Lynn students and makes decisions that impact students' well-being. META knows the legal system and how to help parents organize effectively. The partnership helps both organizations create positive change for language minority students.

GREAT BROOK VALLEY YOUTH COMMUNITY PROGRAM

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PARTICIPANTS

The Great Brook Valley Youth Community Program is a partnership between the Great Brook Valley Health Center, a comprehensive community health services agency located in the Great Brook Valley Housing project; the Clark Street School, a K-8 community school; the Valley Residents for Improvement, a residents' association of the Great Valley housing project; and the Worcester Public Library branch at the Valley.

DESCRIPTION OF THE AREA

There are approximately 2000 children between the ages of five and twenty who live in Census Tract 7320.01, better known as the Valley, in Worcester. The Great Brook Valley housing project, which has a total population of approximately 4,500 persons, is a multiethnic and multiracial community, many of whose residents are bilingual Hispanics. The community experiences a high degree of geographic and socio-cultural isolation from the larger Worcester area and the youth population is considered "at risk."

PROGRAM FOCUS

The Great Brook Valley Youth Community Program provides after school recreational, educational and counseling services to a total of 600 children during the school year. The purpose of the program is to improve the quality of life for area youth by providing a safe, structured and rich environment in which children can be supported in the development and improvement of their mental and physical well-being.

PROGRAM ACTIVITIES

This evening program is offered Tuesday through Thursday for thirty-four weeks and focuses on recreational, educational, artistic and counseling activities for children between the ages of four to eighteen. From 5:30 to 9:00 p.m. throughout the week, the Youth Community Program offers arts and crafts, modeling classes, a basketball league, movies and a game night, a computer literacy program, field trips, cooperative games, a sexuality awareness group, and seasonal parties.

The program is coordinated by a teacher from Clark Street School and a counselor from the Great Brook Valley Health Center. Two teen leaders and three adult leaders are also involved in the planning and implementation of all activities. The program is voluntary and on any particular night is attended by from twenty to sixty children of all ages. The philosophy of the program is to provide opportunities for the children that are innovative and responsive to their needs. The organization of the activities is flexible and varied to meet the children's diverse and changing interests and needs. The teen leaders have made many recommendations for new activities, suggesting tutorial programs, Karate, and break dancing in past years. The use of teen leaders also serves to develop leadership skills in the older children. Many activities involve other community groups, such as the basketball league that is coordinated with the police and helps to establish trust, respect, and understanding between the children and individual police. The program also has demonstrated its ability to increase self esteem and self assurance in the children as a result of the support they receive through its activities.

HISTORY AND DEVELOPMENT

In 1982, a multiagency task force was formed to discuss ways in which the quality of life could be improved for children in the Valley. The task force was composed of members of the Great Brook Valley Health Center, the Clark Street School, Valley Residents for Improvement, and the local library. These discussions led to the idea of the after-school program, for which funds were solicited.

MANAGEMENT AND COORDINATION

The coordination and management of the program is achieved through the shared leadership of Clark Street School and the Great Brook Valley Health Center, each providing a coordinator for the program. The two coordinators oversee all programmatic decisions and are on-site during program activities. They also provide leadership to the staff and teen leaders who participate in the program. The multiagency task force continues to meet once a month to provide overall guidance for the program.

FUNDING AND RESOURCES

The program was initiated with funds provided by the city of Worcester to the Clark Street School and in-kind contributions from the other members of the multiagency task force. Later, when city funds were terminated, the program secured funding from the Greater Worcester Community Foundation. The program is currently funded by the Greater Worcester Community Foundation and other private donors in the Worcester area.

While the program continues to use the facilities of Clark Street School, the Health Center site is available for individual health counseling and the library branch provides space for reading and film groups.

MONITORING AND EVALUATION

The program conducts two types of evaluation, a six month report and a yearly report prepared for the funders.

CONCLUSIONS AND IMPLICATIONS

The Great Brook Valley Youth Community Program is a highly successful and unique recreational and educational program for children in the Worcester area. It provides a safe and enriching after-school learning and playing environment for children and meets important developmental needs. Through the careful selection and combination of educational and recreational activities, the program also encourages and nurtures the development of leadership skills. In servicing the special needs of the many bilingual residents in the Valley, the program also contributes to helping the growing Hispanic population in the Worcester area. The ability of Great Brook Valley Youth Community Program to maintain its funding and to expand into new program areas reflects the support it has in the community and confirms the importance of its presence in the Valley area.

MULTILINGUAL EARLY EDUCATION PROGRAM

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PARTICIPANTS

The Multilingual Early Education Program (MEEP) provides educational program and support services to pre-school children and their parents. MEEP works primarily with Chinese children and with some Japanese and Anglo children. The program is operated by an internal collaboration among separate components of the Brookline Public School system in conjunction with parents in a Parent Advisory Council (PAC). The MEEP project works with the support of the School Committee, the principals of schools housing the project, the system-wide administration, the Transitional Bilingual/ESL Program, the Transition to Kindergarten Program, and the parents of children in the program.

DESCRIPTION OF THE AREA

Brookline, a relatively affluent city located just to the west of Boston, has a population that was identified as 92% Anglo in 1980. The largest minority population is Asian, primarily Chinese, and a high proportion of the residents are "middle class" or above, including representative proportions of Black and Asian citizens. The Chinese population, which is diverse in both its background and socioeconomic status, includes recent immigrants and other who were born in the United States. The Japanese population is more transitory as many Japanese parents are in the United States on temporary assignment or are studying for advanced degrees.

Of the 5700 students who attend the Brookline Public Schools, 30% are minority students, with Asian and Black students representing the largest group and Hispanic students representing a smaller, but growing percentage. These figures indicate a 21% increase since 1980 and among these students 56 different language groups have been identified. Brookline identifies 300 students who need bilingual and transitional bilingual services in the school system.

PROGRAM FOCUS

Because of language difficulties and cultural differences, many Chinese children have had problems succeeding in the Brookline Public School system. The MEEP program is focused on helping pre-school Chinese children both learn English and adapt to American schools and culture. The expectation is that Chinese children who have participated in MEEP will better be able to succeed once they begin in grades K-12. Some Japanese and a few Hispanic children also receive services through this program. Anglo children in the program receive early bilingual and bicultural experiences. Parents of children in the MEEP program meet regularly with their children's teachers and are involved in the program in many ways.

PROGRAM ACTIVITIES

The MEEP program consists of five interlocking components:

- a bilingual prekindergarten for three and four year old children
- a playgroup for two year old Chinese and Japanese children
- parent meetings and workshops
- a newsletter
- a resource library of books and toys for adults and children

The bilingual prekindergarten has eighteen children in the program, of whom 80% are Chinese and 20% Anglo. The program is run five days a week for three hours in the morning. In addition to receiving language training, children engage in a broad range of developmentally appropriate activities. There is one English-speaking and one bilingual teacher for the class. However, while the Chinese children are encouraged to learn and use English, the Anglo children are not encouraged to learn Chinese. In the past, the efforts of teachers to encourage Anglo children to learn Chinese has resulted in confusion for the children.

The playgroup serves 11 two year old children of whom six are of Chinese descent, four of Japanese descent, and one is of mixed descent. The program runs two mornings per week for two hours each morning and uses English as the primary language in the class. The play group has one teacher bilingual in Japanese and one who is bilingual in Chinese although, at two years of age, children find many ways to communicate in addition to language.

In both the preschool program and the playgroup, the teachers are very attentive to the cultural differences of the children. The Chinese children, who are sometimes content to sit quietly and need to be "enticed" to play and be more active, often exhibit better fine motor skills than their Anglo counterparts. Because rhyming is not a part of their language, Chinese children can have difficulty with certain word games.

Parent meetings and workshops are organized to help the parents learn and share ideas for childrearing and to familiarize them with the activities of their children's program. The meetings and workshops are organized by the program's parent educator who brings in guest speakers to address specific topics of concern to parents, such as pre-schoolers' emotional development. Playgroup parent meetings are held twice per month and parent conferences for the prekindergarten are held three times per year. In addition, Parent Advisory Council (PAC) meetings are held to discuss parents' ideas and recommendations for the program. Through these different approaches, many efforts are made to keep the parents informed about and involved with the MEEP program.

Another method used to inform and connect parents is a MEEP program newsletter, which is published bi-weekly for all parents of children in the program. The newsletter is published in each of the languages represented by children in the program as are all other materials published by the program.

A multilingual resource library, which is operated at the site of the prekindergarten, is available for parents and children who are encouraged to take out materials. This library contains books on various aspects of childrearing printed in several languages for parents and a range of readers, also printed in several languages, for children. The library is open every day the prekindergarten is open.

HISTORY AND DEVELOPMENT

The MEEP program began as one outgrowth of the Brookline Early Education Project (BEEP), which had run for ten years in the town and was scheduled to end in 1982. As part of the BEEP project, an acculturation program for Hispanic youth and their parents had been run for three years. This program had demonstrated the importance of providing services to bilingual/bicultural children prior to their entering the school system.

The BEEP project had developed a research model of developmentally appropriate teaching strategies that were modified for use with the bilingual pre-school population of the MEEP program. The Brookline schools, which have a history of developing and operating special projects, had successfully implemented Project Welcome to acquaint Limited English Proficiency elementary youngsters and their families with the school system. As a sequel to this project, a Title VII bilingual education proposal was funded that enabled the MEEP program to begin in September of 1983.

Initially, the Director of the BEEP project, the Assistant Superintendent for Curriculum, the Bilingual/ESL Coordinator, the Project Welcome Coordinator, the Grants Coordinator, and the school principals who wanted to host the program participated in the planning of the MEEP program. This team hired a coordinator who made one of her first tasks to recruit students for the prekindergarten. The coordinator is of Chinese descent and has developed a strong link to the Chinese community in Brookline. The prekindergarten opened its doors in January of 1984 and has operated continuously since.

Recruitment of children for the program has required ongoing effort. The program would like to provide services to lower income Chinese parents of the community and is only beginning to reach these families. The program has developed extensive contacts with other community agencies and now receives about 40% of the children in the program from agency referrals. The other 60% of the children are recruited directly through families already participating in the MEEP program.

MANAGEMENT AND COORDINATION

In addition to the teachers at the prekindergarten and playgroup sites, a Program Coordinator and a Parent Educator manage the MEEP program. Parents, through their PAC, are also involved in managing and evaluating the program. The Bilingual/ESL Coordinator for the school system and the Director of the Transition to Kindergarten Program provide advice in the areas of their expertise. The Grants Coordinator for the school system monitors the compliance of the program with Title VII requirements and, as the Grants Coordinator noted, "Whoever helps you reach the goal becomes part of the family" that makes the program possible.

FUNDING AND RESOURCES

The MEEP program was originally funded by Title VII bilingual education grants from the federal government. In fiscal year 1987, however, Title VII funds were no longer available to the program. The prekindergarten is presently financed by a combination of parent-paid tuition and school committee provided scholarships, which is the manner in which most pre-school programs are funded in Brookline. Under this new funding arrangement, the half-time positions of the coordinator and parent educator, which had been slated for elimination, were successfully restored because of the advocacy of the Chinese PAC. The playgroup has been integrated into the continuing and early childhood education program, which is a self-sustaining program within the Brookline Public Schools.

The Brookline Public School system also provides many in-kind resources to the MEEP program. Space and support services are provided by the elementary schools in which the programs are housed. Also, the Bilingual/ESL program and the Transition to Kindergarten program provide their expertise to the MEEP program.

MONITORING AND EVALUATION

Children in the MEEP program are constantly monitored to assess their development through the program. Parental input provides informal evaluation of both the children's progress and the parents' feelings about the program. The lobbying of the PAC to continue the Program Coordinator and Parent Educator positions for next year also indicates the parents' interest in and appreciation for the program.

CONCLUSIONS AND IMPLICATIONS

The MEEP program is a model of internal collaboration within a school system to deliver a bilingual pre-school program. The program pays explicit attention to both the language and cultural differences of children in the program and the ways in which the children's backgrounds impact their developmental level. Parents are seen as vital to the program and concrete efforts are made to inform and include them in its operation. The support and involvement of the parents may be a key to the program's continued existence as evidenced by the PAC's lobbying efforts to secure funding for the program's coordinator and parent educator.

NUESTRO BARRIO

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PARTICIPANTS

The Nuestro Barrio project is a cooperative effort involving the Salem School System, the Polaroid Corporation, local businesses, the Essex Institute, and bilingual students at Salem High School.

DESCRIPTION OF THE AREA

Salem is a working class community located north of Boston. The past fifteen years have been marked by a significant increase in the Hispanic population in the area. There are currently approximately 300 Hispanic students in Salem out of a total population of 4500 students. The Hispanic population, which comprises the single largest bilingual group in the schools, resides primarily in one area of the city called the Point.

PROGRAM FOCUS

The Nuestro Barrio program grew out of a desire of Salem High School bilingual and photography staff to create a project which would make the school curriculum more interesting for bilingual students. Staff members developed the idea for an innovative photography project that would involve student creativity and would focus on the student's neighborhood as is apparent in the project's name, "Nuestro Barrio," or "Our Neighborhood." It was hoped that the project would provide the students with a new perspective on their environment, pride in their neighborhood, photography skills, and a positive creative experience.

PROGRAM ACTIVITIES

The Nuestro Barrio project began in July, 1986, when each Sunday in July selected Hispanic bilingual students met with two teachers from Salem High School, Jane Cohen, the bilingual coordinator and a photography teacher, and Maureen Roche, a photography instructor. These teachers provided the students with help in learning how to use the Pronto Sonar cameras that would be used in the project. For three to four hours on these Sunday mornings the students and teachers would roam the streets trying to capture images of the neighborhood that would ultimately be used to create one-of-a kind photographic imagery.

Because this project was designed to give students an opportunity to use current photographic techniques, students subjected their images to a color photocopying process to produce second generation prints. Finally, they collaged their prints and used oil paints, water color, charcoal pencil, and metallic ink to create a finished product. After the students had completed their project, it was exhibited in the Essex Institute of Salem throughout the month of November. The Institute helped the students hang their work and hosted with the Salem school system a reception for the show's opening. Bilingual school staff worked with the Institute staff to assist in making the show accessible to the bilingual community. Essex Institute curator of exhibitions, Robert Weiss, was very excited about the collection and has commented that much of this work is "outstanding" and the same kind of art that is exhibited in New York galleries.

Jane Cohen says that the project has helped students to see their neighborhood in a fresh way. She notes that they are very proud of their accomplishments and have created "personalized interpretations of their neighborhood."

HISTORY AND DEVELOPMENT

This project began last spring when Jane Cohen and Maureen Roche brainstormed ways to integrate contemporary photography with a project for making the bilingual program more interesting. Once they had the Nuestro Barrio idea, they called Polaroid to see if they could locate the resources they needed. Although Polaroid responded favorably, they quickly recognized that more support would be needed and looked to local businesses to provide financial and technical support. They found that businesses located near the Hispanic community or that the school's bilingual offices had assisted in the past were receptive to their requests for assistance.

The Essex Institute came forward to provide the project with important community visibility. Nuestro Barrio project participants worked with the Institute to determine how to display the students' work and make it accessible to all members of the bilingual community.

MANAGEMENT AND COORDINATION

The two Salem High School teachers provided the coordination for the project. They selected the students for involvement in the project and provided most of the technical expertise on site. The students worked as a team and had complete control of their end products.

While the bulk of the photography was accomplished in the summer, students used their free periods at school to work in the art studio on the final preparation of their work. The Essex Institute coordinated and managed the photographic exhibit with students, project coordinators, and museum personnel working together to prepare the exhibit.

FUNDING AND RESOURCES

A wide range of funding and resources were brought together for this project. Polaroid provided major support through the provision of photographic equipment and film which are now a permanent part of the school's photography resources. Local businesses provided expertise, materials, and assistance for the completion of the project. The school system contributed its teachers' expertise in technical assistance and coordination, studio space, and materials. Finally, Essex Institute helped to provide visibility for this effort by arranging for a reception with photographers for the bilingual artists. At least three different newspaper articles featuring the Nuestro Barrio exhibit were generated by the Institute's public relations activities.

MONITORING AND EVALUATION

This project resulted in the successful implementation of a group student product that culminated in a community wide event. Additionally, permanent resources were gained for the Salem school system, which increased its ability to leverage new resources for students.

CONCLUSION AND IMPLICATIONS

Through this project teachers were successful in enriching a program for bilingual students by providing these students with expanded opportunities for skill development, access to resources, and appreciation by the community. The school system also benefited through the receipt of new equipment, excellent public relations, and the participation of local businesses in school projects.

Another important result was the creation of the relationship between Essex Institute and the school system. Through this project, Essex Institute has learned about making its exhibits more accessible to the Hispanic community and has asked school department assistance in translating its materials into Spanish. The Institute is eager to feature future school exhibits and the two partners are in the process of developing new projects. One potential project is the creation of "visual books," which they hope to have funded by the Massachusetts Department of Education and the Council of the Arts.

BROOKINGS SCHOOL BILINGUAL PARENTS ADULT EDUCATION PROGRAM

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PARTICIPANTS

The Brookings School, the Massachusetts Adult Basic Education Department, and members of the Bilingual Parents Advisory Council have joined together to provide classes in GED and ESL to bilingual parents of at risk children at the Brookings School.

DESCRIPTION OF THE AREA

Springfield, a city of approximately 175,000 inhabitants located in western Massachusetts, is characterized by a diverse racial and ethnic population. The Brookings School is located in the center of Springfield and serves preschool, fifth, and six graders. One-third of the students in the school are Hispanic and Asian with varying degrees of fluency in English. Many of their parents have extremely limited English-speaking ability.

PROGRAM FOCUS

The goal of this program is to increase students' achievement, self image, and academic level by assisting their parents to complete the General Education Diploma (GED) requirements and to acquire English as a Second Language (ESL) skills.

This partnership also helps to develop and strengthen a positive self image among bilingual parents and provides them with the opportunity to serve as positive role models for their children. As the partnership addresses the needs of bilingual parents who wish to upgrade their own educational preparation, it also involves them in the education and teaching of their children.

PROGRAM ACTIVITIES

The parents participating in this program meet at the Brookings School twice a week from 11:30 to 1:30 for the ESL and GED classes that are conducted by a certified instructor. The school provides a simple lunch for the parents and conducts classes in an individualized format.

The parents have further involvement with the school as they serve as teaching assistants during the week in workshop activities such as woodworking, sewing and cooking. This aspect of the program will be expanded in order to involve parents in other aspects of bilingual children's education.

In addition, social activities for parents and children have been organized and will be increased to include cultural activities among bilingual parents and their children and among the bilingual parents and the rest of the school population. Last year, parents and children participated in a joint Christmas party at which decorations, songs, and foods that were representative of several cultural heritages were shared. It is expected that next year additional programs, such as crafts classes for parents, will be added.

HISTORY AND DEVELOPMENT

This partnership started when Mary Ann Herron, principal of the Brookings School, and the bilingual teachers decided to explore in a Hispanic PAC meeting the idea of GED and ESL classes for bilingual parents. Because the bilingual parents had been very active in school activities, it was thought they might want to participate in other activities that would enhance their development and, at the same time, assist their children academically. The response of the parents to the idea was very positive and Herron decided to explore the viability of this project with the Adult Basic Education program of the Massachusetts Department of Education.

After talks with program officials, it was agreed that a small class would be organized and conducted at Brookings and that the Department would provide a teacher, materials, and the appropriate approvals. A letter was sent to all bilingual parents inviting them to the first classes, which were attended by a small group

of parents. Through word of mouth, the program has expanded and now includes fifteen Hispanic parents who attend regularly.

MANAGEMENT AND COORDINATION

The principal of the Brookings School serves as the coordinator and overseer of the effort. Classroom activities are organized and conducted by the adult education teacher and Brookings School personnel, especially the six ESL and bilingual teachers who provide additional support and coordination as needed. Parents who participate as teaching assistants and in the socio-cultural activities at the school are involved in helping to plan and organize these programs.

FUNDING AND RESOURCES

This partnership has been organized by the sharing of resources from different sources. The Adult Basic Education Department has provided a small grant that pays for the teacher of the ESL and GED classes for the parents. The Brookings School provides meeting space and a simple lunch for the parents. The Bilingual PAC and other parents, through formal and informal networks in the school, serve as the source of recruitment of parents. The Bilingual Department at the school provides additional support for the program and Principal Herron continues to provide time and energy to the organization and development of the project.

MONITORING AND EVALUATION

Monitoring activities are conducted on a day to day basis by the principal of the Brookings School. Plans for future evaluation are being considered but the program has not yet instituted formalized systems of monitoring and evaluation.

CONCLUSIONS AND IMPLICATIONS

Bilingual and multicultural issues are a strong interest at the Brookings School. The principal and bilingual staff at Brookings have combined their interest, concern, and energy with the interest, involvement and support of bilingual parents at the school. This combination of interest and commitment, and the support of the Adult Basic Education office, have made the development of this collaboration a reality.

PROJECT TRIAD

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PARTICIPANTS

Project Triad is a partnership between Asociation Latina para el Progreso & Accion (ALPA), a multi-service Latino organization, and the Worcester Public Schools.

DESCRIPTION OF THE AREA

Worcester is an ethnically and racially diverse city in central Massachusetts that has approximately 12,000-15,000 Hispanic residents, 85% of whom have emigrated from Puerto Rico. Among the major problems these individuals face are the lack of affordable housing, a school drop out rate that is estimated at 56%, and lack of social services that meet the bilingual and cultural needs of the population.

PROGRAM FOCUS

Project Triad provides educational assistance to a total of 150 children per year who attend regular school programs in grades K-12. The program is aimed at reducing the drop out rate experienced by Hispanic students by supporting their educational achievement, increasing their motivation, and promoting a positive image of the schooling process. In addition to providing academic assistance, the project is directed at enhancing the children's self concept and confidence.

PROGRAM ACTIVITIES

Participants in Project Triad go three times a week after school to ALPA's center to receive extra help with their assignments and school subjects. In addition to tutoring sessions in math, science, and language, children receive counseling and participate in group recreational and social activities. Many of the students, who are experiencing difficulty in school and losing their motivation to succeed, welcome the additional assistance that this program provides.

Approximately 22 public schools participate in this program and, through guidance counselors, teachers and principals, refer students to Project Triad. Students are also referred by their parents and by community members. When children enter the program, they are interviewed and visited at their home. After the family and the child are oriented to the program, a thorough academic and social assessment of the child is performed by ALPA staff. This assessment facilitates the provision of assistance geared to the specific needs of the student.

Project Triad also helps parents to support their children's academic and social development. Parents participate in the project by attending workshops and counseling sessions on topics such as nutrition, health, school policies and regulations, and the social services provided in the Worcester area.

HISTORY AND DEVELOPMENT

Project Triad was initiated by ALPA two and a half years ago to improve educational opportunities for Hispanics, at an early age, and to reduce the high number of drop outs among Hispanic students. ALPA developed the program and gathered support from community agencies and school personnel. Continuous collaboration with school personnel has contributed to the success of the program as the schools have become the major source of referral for the children in the program.

MANAGEMENT AND COORDINATION

Project Triad is managed and administered by three bilingual counselors and a program manager from ALPA. Program staff are responsible for developing and maintaining relationships with key personnel in the public schools. This continuous collaboration is accomplished through the informal contacts and effective communication that has been established between ALPA and the schools.

FUNDING AND RESOURCES

Project Triad is funded by the United Way and other local foundations.

MONITORING AND EVALUATION

Project Triad is monitored by regular program evaluation mechanisms administered by the United Way. In addition, ALPA assesses the success of the program by the support it receives from the community and the school system.

CONCLUSIONS AND IMPLICATIONS

Project Triad is a community program established in close collaboration with the Worcester Public Schools to serve Hispanic children 6-17 years of age. The Project was created in order to enhance the educational opportunities of Hispanic children by providing academic assistance, guidance, and social and recreational opportunities that support students' academic and social development.

The strengths of the project are based on its commitment to Hispanic education, its support from the community, and the respect it has gained from the school system and other community agencies in the area. By addressing one of the most important needs of the Hispanic community, Project Triad is providing a needed service in the community and serving as a model for other community programs interested in enhancing the educational opportunities for Hispanics and other minority groups.

PUEDO (PADRES UNIDOS EN EDUCACION Y EL DESARROLLO DE OTROS) (PARENTS UNITED IN EDUCATION AND THE DEVELOPMENT OF OTHERS)

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PARTICIPANTS

PUEDO is composed of representatives of local Parent Advisory Councils (PAC's) that are associated with Bilingual Education programs in Massachusetts. The following PACs belong to PUEDO: Boston, Brockton, Cambridge, Chelsea, Framingham, Holyoke, Lawrence, Lowell, Lynn, Northampton, Southbridge, Springfield, Tyngsborough, Waltham, and Worcester. Membership is also open to other parents, teachers, and community members interested in and committed to bilingual education.

DESCRIPTION OF THE AREA

PUEDO is a statewide organization in Massachusetts, which has a population of approximately 22,000 bilingual students. These students represent the following major linguistic and cultural groups: Latinos, Chinese, Portuguese, Vietnamese, Cambodian, and others. Hispanics are by far the largest language minority group in the Commonwealth. Hispanic students are represented in large numbers in many school systems and Parent Advisory Councils (PACs) have been formed in all schools with Transitional Bilingual Education (TBE) programs. In these programs, the student's first language is used to develop competency in English. There are about 45 communities currently offering TBE programs in their school districts and other communities are in the process of developing new programs.

PROGRAM FOCUS

PUEDO's goals are:

1. To ensure greater participation of PACs and parents in the education process by providing support and information.
2. To unify PACs throughout the state and advocate for the rights of parents to participate in the areas of curriculum, personnel, and educational policy.
3. To create better communication among all levels of bilingual education.
4. To make recommendations to local, state and federal Boards or Departments of Education.

PROGRAM ACTIVITIES

Since its inception, PUEDO has organized a variety of activities with local PACs, state organizations and other community groups relevant to its mission and goals. The following activities demonstrate this variety:

a. Organizing and sponsoring a two day annual Conference for Parents entitled, "Conferencia de Padres en Accion." This conference brings together parents and PAC members and provides an opportunity for professional development and networking among parents, teachers and other community members interested in bilingual education issues.

b. Preparing and distributing information to bilingual PACs and parents on parents' rights, legislative action that impacts Bilingual programs, and funding decisions.

c. Presentations to the Massachusetts Association for Bilingual Education (MABE) and the National Association for Bilingual Education in defense of bilingual education funds and programs.

d. Participation in television programs in defense of Bilingual Education.

e. Collaboration with MABE and other organizations in a demonstration by 400 people in front of the State House in Boston. This demonstration protested bills presented in the legislature proposing that Bilingual Education programs be optional, rather than mandatory, throughout the State.

HISTORY AND DEVELOPMENT

PUEDO was formed in 1980 after parents, teachers, and bilingual personnel who were participating in a Parental Statewide Conference agreed on the need to network and provide support to all bilingual parent groups throughout the state. A group of parents from the Framingham PAC and members of a community organization, Project PRIDE, decided to join forces with the common goal of supporting local PAC efforts to fight cutbacks in bilingual education. These parents wanted to diminish the isolation experienced by local PACs and to increase their level of influence at the statewide level. They also recognized the value of sharing information with each other to avoid repeating mistakes in the organizing and advocacy work they were doing. After initial discussions, a few strong leaders developed the vision and goals for PUEDO and gathered support to initiate their activities.

MANAGEMENT AND COORDINATION

PUEDO is coordinated by a Board of Directors composed of elected officers and representative members of the participating PACs. The directors, president, vice-president, treasurer, secretary, subsecretary, and one representative of each member PAC meet during the year to develop an action plan and implement the selected activities. Coordination is difficult because the geographic dispersion of the members hinders their ability to meet regularly. Annual elections are conducted at the Bilingual Parents Conference during the month of May. While membership in the organization is open to any parent, teacher or person interested in supporting the goals of the organization, elected officials are selected from the represented PACs.

The goals and activities of the coordinating group are usually set at the beginning of the school year, at which time a calendar of monthly meetings is prepared. Meetings, which are chaired by the President, are held at locations that rotate among the various PAC members throughout the state.

FUNDING AND RESOURCES

PUEDO's major source of support comes from the annual membership dues of its members and from various other organizations that make contributions. The Haymarket Fund has given PUEDO $2,000 for the development and distribution of a newsletter for parents. Additional support in the form of mailings, office space, or monetary support for the Parents Conference is provided by the Bilingual Education Multi-functional Support Center at the University of Massachusetts, the Bureau of Transitional Bilingual Education of the Massachusetts Department of Education, and the Massachusetts Migrant Program. Local PACs support the attendance of parents at conferences and other activities by contributing money from their local funds, although many PUEDO members pay their own way in order to participate in some of the organization's activities. PUEDO members volunteer their time and energy to enable this organization to accomplish its goals.

MONITORING AND EVALUATION

PUEDO has not developed any monitoring and evaluation systems, except for the informal evaluations that are conducted by the Board of Directors in its regular meetings.

CONCLUSIONS AND IMPLICATIONS

The focus of PUEDO is to defend bilingual options for the education of Limited English Proficiency children in the state of Massachusetts through parental participation. This approach requires advocacy and community organization plus the ability to impact institutional dynamics at the educational and legislative level. PUEDO is unique in that it is the only organization of its kind in the state of Massachusetts. Although PUEDO has been successful on many counts, members suggest that the organization needs to improve communication and involvement among its members while facing the constraint of minimum funding.

BEST COPY AVAILABLE

LUTHERAN CHILD AND FAMILY SERVICES AND GRANBY HIGH SCHOOL

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PARTICIPANTS

The collaborative effort between the Lutheran Child and Family Services (LCFS) and Granby High School exists in the interest of helping orphaned Southeast Asian refugees to adjust to life in America and obtain an education in the public school system. Currently there are nine Southeast Asian refugees at Granby High School: seven Cambodian boys, one Amerasian boy, and one Amerasian girl.

The LCFS is a private social service agency that is under contract with the Massachusetts Department of Social Services to place Southeast Asian unaccompanied minors in foster homes and provide follow-up social work for these children. The two LCFS offices in the state, in Amherst and in Boston, each carry a case load of approximately 44 children.

Granby High School is a seventh through twelfth grade school and enrolls approximately 440 students. The nine Southeast Asian youths are currently the only Limited English Proficiency students in the school.

DESCRIPTION OF THE AREA

Granby is a small town of 6,000 people, located 15 miles northeast of Springfield, Massachusetts, with no industry, some farming, and few opportunities for employment. Most Granby residents commute to the nearby, semi-industrial city of Holyoke or travel further to the city of Springfield.

Granby is ethnically homogeneous with very few black American families and, according to the school system's most recent census, no residents who have recently immigrated from other countries. LCFS was surprised to find so many families in Granby who were willing to provide homes for the Southeast Asian refugee children.

PROGRAM FOCUS

This collaborative effort between LCFS and Granby High School is targeted toward the social adjustment and academic progress of the Southeast Asian refugee children. LCFS maintains close contact with the school through frequent visits to and communication with the Granby High guidance counselor, who has all the refugee students in her case load. The guidance counselor works to protect the Cambodian refugees from blatant prejudice, reduce the strangeness and alienation among the Southeast Asian and the Granby children, and negotiate the school system in such a way that these children, with their unique backgrounds, can be educated in a meaningful way.

PROGRAM ACTIVITIES

LCFS and Granby High School share information about home and school situations in order to help the Southeast Asian children succeed.

One day last year the Granby guidance counselor noticed that one of "her" boys seemed distracted. Because his attention was not on his school work, she asked him if he were troubled. He told her he was worried about his brother who that weekend has been taken by LCFS from the foster home in which they both resided. The guidance counselor took the boy to her office and let him speak on the telephone with a Cambodian social worker who explained to him what was happening and assured him that is brother was fine. Perhaps most importantly, the boy had the opportunity to tell the social worker about a dream he had had the previous night that had stirred up his fears for his brother's safety. The call reassured him and he returned to his class better able to study.

LCFS and the school feel it is important to provide teachers and school staff with written background information on each student's life at the time that he or she enters the system. When new faculty and staff begin in the fall, they also receive this information.

The Granby guidance counselor helps the children through the school system and personally arranges each child's curriculum so that it makes sense for the child. She also sees to it that the children are placed with teachers who have the kind of cultural sensitivity required to relate to their different circumstances. She visits their classrooms frequently and keeps in daily contact with all of the children's teachers. The LCFS Program Coordinator credits this guidance counselor with having "literally built the system around the kids." When it became apparent that the standard grading system was neither applicable nor relevant for the Southeast Asian children, whose academic task was "catching up," the guidance counselor and the teachers decided to issue grades of "S" (Satisfactory) and "NS" (Not Satisfactory) rather than the A to F scale that applied to everyone else. Also, when it was discovered that some of the children learned math very quickly, their class was programmed so that they could move from one level of difficulty to the next at a self-determined rate.

HISTORY AND DEVELOPMENT

LCFS and Granby High School began their work together five years ago when the first Granby family offered to take one of the Cambodian refugees. The LCFS Program Coordinator accompanied this child to school on his first day and became familiar with the school system. Each subsequent child was accompanied to school by the LCFS Program Coordinator, whose relationship with the school grew as the number of children increased and the value of close contact became evident.

MANAGEMENT AND COORDINATION

This partnership is coordinated through the efforts of the LCFS Program Coordinator and the Guidance Department at Granby High School. Although other staff in both organizations are involved from time to time, it is the consistent interchange that occurs between these individuals that makes the program work.

The Granby guidance counselor maintains close contact with several relevant school personnel in order to stay on top of the children's day-to-day functioning. She also is in frequent communication with the superintendent of schools, which allows her to make decisions that are in the best interest of the children. It is this combination of information and authority, in addition to the flexibility of a small school system, that allows her to assess a situation and remedy a difficulty long before it has become a crisis.

FUNDING AND RESOURCES

LCFS's money originates with the federal Office for Refugee Resettlement (ORR) and is directed to the state through the Department of Social Services (DSS). The 1986 fiscal allotment was just under $1 million, with the Amherst office receiving almost half of that amount and the Boston office receiving the balance.

The Granby School system operates on tax dollars and during the 1984-85 school year spent $5,264 to provide seven Southeast Asian students with the special services needed, which included tutoring and materials. LCFS and Granby school system have not exchanged any money for this partnership.

MONITORING AND EVALUATION

All monitoring and evaluation of the collaborative effort between the two organizations is informal. However, they use as a yardstick of their success the well-being and progress of the Southeast Asian children.

CONCLUSIONS AND IMPLICATIONS

The success of the collaborative effort between LCFS and Granby High School can be credited to the LCFS Program Coordinator and the Granby guidance counselor who are committed to the well-being of the children in their charge. Also important to this program are the school superintendent, who allows decisions to be made from the guidance counselor's office, and the size and flexibility of the Granby school system. The LCFS Program Coordinator credits the system for its simplicity, which means there are no levels of heirarchy, no multiple channels, and no forms to fill out when action needs to be taken. This immediacy, combined with the energy and commitment of the professionals, contributes to successful and positive experiences for Granby's Southeast Asian students.

FOLK HERITAGE AND THE ARTS IN HOLYOKE

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PARTICIPANTS

"Folk Heritage and the Arts in Holyoke" was a three-year project for 4th, 5th, and 6th graders in the Holyoke Public Schools. It was funded in part through an ArtPartnerships grant from the Cultural Education Collaborative's Institute for the Arts in Boston. This project was a collaborative effort of the Holyoke schools, the Pioneer Valley Folklore Society (PVFS), and two independent artists in the Holyoke area. The project has completed its third and final year.

Four of Holyoke's thirteen schools, containing grades 4, 5, and 6, were directly involved in the project. One of the four schools was more involved than the others because the artists-in-residence worked exclusively at this school. The PVFS folklorists spread their talents throughout all four schools.

The PVFS is a non-profit community based arts organization from Northampton, Massachusetts. Established in 1979, its purpose is to perpetuate an appreciation for the music, dance, and lore of all North American people. The Folk Traditions Program of PVFS supplied the Folk Heritage project with its four folklorists, all of whom had professional musical talent and training as educators. One of the folklorists was Hispanic and bilingual, two were Anglo and bilingual in Spanish, and the fourth, an Anglo, was conversant in French.

Two local artists were involved in the project: a poet taught the students in the project's first year and a visual artist taught in the project's second year. The third year of the project was devoted to the development of curriculum materials.

DESCRIPTION OF THE AREA

Holyoke, a city with an ethnically diverse population, has 44,000 residents of whom more than 7,500 are Hispanic, 7,000 are French-Canadian, more than 6,000 are Irish, and a sizeable number are Polish. Holyoke attracted immigrants in the early and mid 1900s with its many industrial factories that offered jobs to unskilled laborers. Today, most of these jobs are non-existent, the plants have closed, and the workers have had to find other work outside the city limits.

Holyoke's largest non-English speaking community is Hispanic and Hispanic children make up 51% of the public school population. In one of the intermediate schools, Hispanic children outnumber all other cultural groups, including the Anglo children.

PROGRAM FOCUS

"Folk Heritage and the Arts in Holyoke" enabled students to explore their own cultural heritage in order to develop a greater sense of pride in their ethnic roots and in the cultural evolution of their community. It is anticipated, furthermore, that this sharing of ethnic backgrounds contributed to the breaking down of social prejudices that can create barriers among cultural groups. "There was a time," said one elderly woman whom the children interviewed about Holyoke's past, "when the Irish walked on one side of the street and the French walked on the other."

PROGRAM ACTIVITIES

The artists-in-residence spent five full school days every week with the children at one intermediate school. The first year's artist was a poet who introduced the children to poetry, inspired them, and taught them to write. One product of that effort was a published collection of the children's poetry, "Po-What?" This title was one child's response to the artist at the beginning of the year when, having been told they would learn about poetry, he exclaimed, "Po-What?"

The second year artist-in-residence was a visual artist who engaged the students in many projects which were thematically coordinated with the visits from the folklorists. In one project, each child drew and painted a life-size portrait of him or herself.

The four folklorists, who have formed a band called Mosaico, divided their work among all four schools and performed folk music, taught dances, and engaged the children in playing musical instruments. A major portion of the folklorists' work was to teach the children about oral history and to interest them in interviewing older citizens and members of their own families. The children were taken frequently to local nursing homes where they collected oral histories from these residents who recalled their lives and cultural roots.

In the third year, professional time was devoted to the development of curriculum materials designed to be integrated into existing Language Arts and Social Studies curricula. These materials will enable the project to be repeated for successive classes of children. The folklorists and students have been professionally taped and recorded and will contribute to a videotape, audiotape, song booklets, and curriculum guide.

The project also published a monthly newsletter in its first two years, "Folklore, Family and Feelings." The newsletter highlighted the children's folklore and artistic activities and contained articles in French, English, and Spanish that were written by the Project Director and the Folklorists.

HISTORY AND DEVELOPMENT

"Folk Heritage and the Arts in Holyoke" was the idea of the Holyoke Schools' Music Department head who was looking for a way to enrich the school's music program while addressing the issues of cultural diversity. Having heard about the ArtPartnership grant opportunity through professional channels, he sought out the PVFS and suggested that they collaborate on the development of a proposal for funding. The proposal was accepted by the Cultural Education Collaborative and the project began in January of 1984.

MANAGEMENT AND COORDINATION

This project is managed by a director and a coordinator. The Project Director, who is also Head of Holyoke's Music Department, oversaw the project and undertook the majority of the liaison work between the schools and the PVFS. The Project Coordinator had a four day a week position and was involved in the project's day to day operation. She handled the project's budget, managed its operational affairs, coordinated the folklorists' schedules, and met with the various consultants and school personnel. In the project's third year, she coordinated the development of curriculum materials, oversaw all publications, and handled publicity for the project.

FUNDING AND RESOURCES

The "Folk Heritage and the Arts in Holyoke" project was funded in part by an ArtPartnership grant from the Institute for the Arts, a project of the Cultural Education Collaborative, which receives funds from the Massachusetts Council of the Arts and Humanities. The annual budget was approximately $64,000. In the project's first year, the grant supplied 85% of the money and the Holyoke schools provided the difference. In its second year, the breakdown was 70-30 and in its third year the school paid half of the budget, or $32,000.

MONITORING AND EVALUATION

The Cultural Education Collaborative monitored and evaluated the project. A representative from the Collaborative visited Holyoke approximately twice a year and, on occasion, offered feedback from these visits. Additionally, CEC required written reports that were filed by the "Folk Heritage and the Arts" Project Coordinator.

CONCLUSIONS AND IMPLICATIONS

The "Folk Heritage and the Arts in Holyoke" project has noted that the children's attitudes have changed — toward folk music, toward poetry and art, and toward each other. One folklorist told with pride the story of two students who befriended one of the nursing home residents and continued to visit her over the summer vacation. The "Folk Heritage and the Arts in Holyoke" project effectively brought bicultural understanding and arts appreciation to intermediate school children in Holyoke.

CAMBODIAN MUTUAL ASSISTANCE ASSOCIATION (CMAA) OF GREATER LOWELL AND THE LOWELL SCHOOL SYSTEM COLLABORATION

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PARTICIPANTS

The Cambodian Mutual Assistance Association (CMAA) of Greater Lowell and the Lowell School System have collaborated to serve Cambodian refugee students. Through sharing resources and information, they have served an important function in meeting special needs of the refugee students.

The CMAA of Greater Lowell, a self-help program which assists Cambodian refugees with integration into American society, was founded and incorporated by the leaders of the Cambodian community in the summer of 1984. Funded by the Massachusetts Office of Refugee Resettlement (MORR), it has provided English as a Second Language (ESL) classes and employment opportunities for Cambodian adults. Currently, there are ninety-two students in three ESL classes and CMAA has successfully placed over 250 workers in a variety of employment fields (high technology, retailing, textile, education, social services, etc.). Additionally, it has assisted the community in establishing a dance troupe and classes in Khmer language and culture as a means of preserving its traditions and culture.

The Lowell School System is comprised of K-12 schools and a vocational school. As mandated by state law, the school system provides a Transitional Bilingual Education program for its nearly 800 Southeast Asian students, 603 of whom are Cambodians. Due to the large influx of Southeast Asian refugees and its own limited resources, Lowell schools are faced with problems in meeting the special needs of the school-age population. The public schools' Bilingual Department has been strained to provide quality programs for Southeast Asian students because of limited space, inadequate funding, and the unavailability of qualified native speaking teachers for Cambodian children.

The Greater Lowell Vocational-Technical School, which also has a Bilingual Education Department, has an enrollment of eleven Cambodian students, three of whom are graduating seniors. Of the eleven students, three are taking college preparatory courses and intend to enter a community college.

DESCRIPTION OF THE AREA

Greater Lowell, considered a "melting pot" for new immigrants, has an ethnically and racially diverse population including Portuguese, Hispanics, and Southeast Asians, who are recent immigrants to the area. However, the influx of Southeast Asian refugees (Vietnamese, Laotians and Cambodians) has outnumbered the other ethnic groups and currently there are approximately 7,000 Cambodians, 3,000 Laotians and 500 Vietnamese in Lowell. Greater Lowell also has the largest Cambodian community in Massachusetts and on the east coast of the United States.

There are several reasons that Southeast Asian refugees have found Greater Lowell conducive to resettlement:

- Job opportunities are good because Lowell is experiencing a "rebirth."
- The boom in high technology and manufacturing industries has revitalized the economy.
- Growth in service industries, such as hotels, finance, social services, etc. has opened up job opportunities.
- Social services specific to refugee needs are more readily available and more effective.
- The city openly welcomes new residents and has historically been sensitive to the needs of each new wave of immigrants.

PROGRAM FOCUS

CMAA's collaboration with the Lowell schools aims to provide information, resources, and referrals that will assist the schools in serving Cambodian students. It is also targeted at closing the cultural gap between the school system and the Cambodian community. Through CMAA and its network of refugee services, the collaboration serves a coordinating function that enables it to serve better the school-age population of the Cambodian community.

PROGRAM ACTIVITIES

Over the past few years, CMAA has been involved with the school system in many ways. One of its major roles in the community has been to promote a better understanding of Cambodian culture and traditions by providing an in-service workshop to vocational teachers and offering performances of its Cambodian dance troupe.

The in-service workshop was attended by 23 school staff who appreciated the cultural awareness it brought them. Some teachers related critical incidents they experienced with their Cambodian students such as the following anecdote, shared by a teacher, that clearly illustrates the importance of having a better understanding of and sensitivity to another culture:

> A year ago, a health teacher asked the Cambodian students to do a simple assignment. She wanted them to list five of their favorite foods as young children and then list their favorite foods now. The Cambodian students did not do the task and were very upset about it. The teacher did not know that the Cambodian students were in Khmer Rouge camps as young children and were served only meager portions of rice and water. The students did not want to write the information down because they were embarrassed and did not want the teacher to think badly of their parents.

A traditional dance troupe established by CMAA has performed for the Cambodian children. During Library Week, the CMAA's Cambodian President presented with the young dancers of the troupe a story hour for the children. The re-creation of the Khmer holiday celebrations is another way that CMAA serves the Cambodian students. Through the promotion of Khmer traditions and culture, it has enabled students to explore their own cultural heritage and develop pride in their ethnic roots.

Another important function of the CMAA's collaboration with the school system is the outreach mechanism it provides to the Cambodian community. On several occasions it has translated announcements into Khmer so that parents and adults would get important school information. When the Vocational School was recruiting qualified Cambodian students to the school it asked CMAA to assist. Because of a complicated lottery system, it was important that parents understood the process, deadline, and other information. With this kind of service CMAA has been a valuable resource to the school system.

The CMAA also has worked to help Cambodian parents understand the school system. Every Friday, the Cross Cultural Class meets to discuss aspects of the school experience and to introduce guest speakers from the school and the community. Parents are helped with understanding the meaning of grades and effort marks on report cards, class rank, and teachers' comments. They also are encouraged to relieve children of the responsibility of caring for younger siblings after school or of working so that they can complete their homework to succeed in school. Parents are shown how to review homework for completeness and neatness, even though they cannot read it. CMAA has found that because the American school experience is so unfamiliar, parents feel, as one mother stated, that there is a great deal they "want to ask but do not know the questions."

Because of CMAA's contractual services with other state agencies, it is able to address some of the non-educational needs of students and parents.The Cross Cultural Class attempts to "undo" the role reversal that occurs between children and parents at the store and the doctor's office when children "do all the talking." Parents are encouraged to reassert their leadership role, even with their limited English. Also, agencies such as the Department of Public Health, the Department of Social Services, the Office of Employment and Training, and the Division of Employment and Securities have contracted CMAA to provide other services to the Cambodian population, most of which indirectly benefit school-age children.

Finally, this collaboration has resulted in internship opportunities for Cambodian youths. A senior at the Vocational School has an internship as a health aid at CMAA and the schools employ a teacher-trainee bilingual aide who is partially funded by CMAA. These cultural, referral, resource, employment, and networking services address specific needs of Cambodian students and are a result of the informal collaboration between CMAA and the school system.

HISTORY AND DEVELOPMENT

This collaboration has developed gradually, dating back to when CMAA replaced an Indochinese self-help project in late summer, 1984. As soon as CMAA was established by Cambodian community leaders, social service agencies and the schools found it to be a valuable resource for reaching the Cambodian community. The organization is very effective in offering services to adult Cambodians and in acting as a resource and referral agency for the refugee service network. Additionally, it has developed into an outreach arm that enables the schools to reach Cambodian parents and adults.

MANAGEMENT AND COORDINATION

CMAA's Project Director provides liaison for the activities with the school system. She is a full-time staff member and oversees the daily operation of the organization. Among her ten staff are three cultural teachers who supervise the dance troupe and teach Khmer language and history. Other staff who are involved in school-based activities are a teacher-trainee/bilingual aide and an intern. Except for the Project Director, all five of the staff involved in school-based activities are Cambodians. Members of the CMAA Board of Directors also volunteer time for cultural networking.

School requests for cultural activities are usually coordinated by the Director of the Bilingual Program and the school principals. At the Vocational School, contact with CMAA is initiated by the Bilingual Coordinator. Requests or referrals are usually handled informally and followed through on a case-by-case basis.

FUNDING AND RESOURCES

There is no formal funding involved in the CMAA's activities with the schools. However, funds from MORR and contracts with state agencies have enabled CMAA to employ eleven staff who offer their services, such as the Cross Cultural Class, as part of their job description. The school system donates its administrators' time and other resources, such as free space for cultural activities.

MONITORING AND EVALUATION

Although CMAA's Project Director engages in evaluation as a part of her other contracts, there is no formal evaluation done with the school system because there is no formal written agreement that requires this process. However, activities with the schools are included in the Project Director's progress report to CMAA's Board of Directors.

CONCLUSIONS AND IMPLICATIONS

The collaboration between CMAA and the Lowell School System is very promising because both are committed to meeting the special needs of the Cambodian student population. They hope that, with time and adequate resources, they will be able to explore additional program ideas. One start in this direction has been made with a proposed program in youth leadership training. CMAA would also like to explore a tutorial program for Cambodian students. Collaboration of this kind appears to result in positive outcomes for both the Cambodian population and the Lowell community.

THE AFTER-SCHOOL PROJECT FOR MIGRANT CHILDREN

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PARTICIPANTS

The After-School Project has been a cooperative effort between the Massachusetts Migrant Education Program and the Springfield Public Library System. In 1985-86, this program involved the Brightwood and the Winchester Square branch libraries.

The Massachusetts Migrant Education Program, a federally funded component of the Massachusetts Department of Education, provides educational services to the children of migrant farm workers. The western regional Massachusetts Migrant program, based in Holyoke, initiated this partnership. The Springfield Public Libraries are organized into branch libraries that are located in the community's neighborhoods. These branches, located near children's homes, are ideally situated for creating workable partnerships.

DESCRIPTION OF THE AREA

Springfield, a city of approximately 175,000 inhabitants in western Massachusetts, is characterized by a diverse racial and ethnic population. Many migrant workers live in the urban areas of Springfield because of its less expensive housing and are bussed to surrounding areas to work on farms. The Migrant Education Program serves approximately 900 migrant children in Springfield, most of whom are Latino. While these children are bilingual, with varying degrees of fluency in English, many of their parents have limited English proficiency.

PROGRAM FOCUS

The After-School Project was designed to provide after-school small group homework tutorials for migrant children. These tutorials, which assist children with their specific school work assignments and problems, focused on helping children to develop the study skills, reading skills, and academic vocabulary that would help them succeed with their school work and in their school experience. Additionally, these students learned to take advantage of the library as a resource as librarians taught them how to use their neighborhood library in the completion of their school assignments.

PROGRAM ACTIVITIES

The After-School Project has been run one day a week from 2:30 to 5:00 p.m. in two Springfield libraries, the Brightwood and Winchester Square branches. Forty students were bussed or escorted to the libraries where they met in small groups of six with a teacher and an aide. Students brought their homework assignments which became the major focus of their work. The teachers and aides, who were experienced in working with migrant children and had bilingual capability, helped students specifically with the subject assignments with which they were having difficulty. They also assisted the children with developing the underlying cognitive and study skills they needed in order to succeed in an English speaking classroom.

During the first few weeks of the tutorials, the librarians taught the children how to use the libraries. All children were issued library cards and were individually helped to access the library's resources. Librarians remained available during every session to help individual children locate the library materials they needed. The librarians were very enthusiastic about working with and serving as teaching resources to the students, providing them with support and assistance that may otherwise have been unavailable.

Many of the teachers in the program were from the Springfield School System and able, informally, to coordinate the tutorial with children's actual classroom situations. They hope that as the project becomes more established they will be able to increase this coordination.

HISTORY AND DEVELOPMENT

In the process of developing a program that would provide migrant children with academic assistance, the Massachusetts Migrant Education staff devised the idea of the after-school program. After receiving support for this program from its parent advisory council, Massachusetts Migrant sent a survey to its entire parent group. Over sixty surveys were returned by parents indicating interest and mentioning specific areas in which they thought their children could use assistance. Massachusetts Migrant then surveyed a random sample of both children and parents to target more closely potential areas of assistance. These in-home questionnaires with parents indicated that many parents were not able to help their children with their schoolwork. They had limited proficiency in English, inadequate time and financial resources, and minimal understanding of the school or community resources that could assist their children.

In response to this information, Massachusetts Migrant approached the school system about cooperating in providing an after-school program. When it became apparent that it was not feasible for the schools to collaborate in this project, staff approached the branch libraries, which proved to be ideal partners. The neighborhood locations of the branches helped to deal with the difficult problem of transportation and the organizations found that their goals were complementary and enhanced by each others' contributions.

For Massachusetts Migrant, locating the project in the library eliminated transportation as an issue and opened a key community resource to the children. In addition, community space in the libraries was available for the program at little or no cost. Community outreach is a part of the mandate of libraries, which are always looking to increase their circulation. The libraries saw that this project would help them reach out to the bilingual community, which historically had been "low-users" of the library. Also, the librarians themselves were eager to become familiar with and serve as a resource to the children.

MANAGEMENT AND COORDINATION

The Massachusetts Migrant Education Program is the primary coordinator for the "people end" of the project. It arranges busses and chaperones to get children to the branch library after school and hires and schedules the teachers and aides for the program.

The library system arranges for the "community resource end" of the partnership. In conjunction with the Assistant Director of Libraries, two libraries were picked to be sites in the first year. The community space in the libraries is reserved for the students and, as it has very low usage during after-school hours, there have been few problems with its availability. Librarians work out their schedules to be accessible to the students both for presentations and individual help during after-school hours. The good relationship that has been established among key library and Massachusetts Migrant personnel makes it likely the project will be expanded next year.

FUNDING RESOURCES

The partnership is wholly self-supported by the contributions of the partner organizations. Massachusetts Migrant has been able to provide the funding needed for busses and teachers as the project fits within its mission of serving migrant children. The library has been able to provide its community space and the librarians' services at no or little charge because this project fits into its mission of outreach to the community.

MONITORING AND EVALUATION

The success of this project can be measured by student interest, which has continued to be strong as the number of students has increased. Because maintaining the interest of children in supplemental academic programs has been difficult, project leaders feel they are meeting real needs for these children. Their hope is to improve the academic performance of their students in the classroom and, ultimately, to prevent the conditions that lead to dropping out of school. Staff from the Migrant Education Program and the Library meet at the end of the school year to assess the success of the project. Based on the numbers, interest, and feelings of the administrators from both organizations, decisions are made regarding the following year. Preliminary assesaments by both organizations this year indicate high interest in expanding the project for next year.

CONCLUSIONS AND IMPLICATIONS

Massachusetts Migrant believes it has found an ideal partner in the Springfield branch library system. The libraries are a key resource for young people and are located within walking distance of many of their homes. Massachusetts Migrant also hopes to begin to recruit children from grades that will be going to junior and senior high school. These years are recognized as pivotal in ensuring that students remain in school through secondary school, when classwork can become frustrating and difficult. Additionally, the project hopes to offer programs for the students' parents so that they can increase their ability to help their children. Acquainting parents with community resources their children can use, such as the library, and providing them with techniques for helping their children with their homework is part of the vision for next year.

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BRIDGEWATER STATE COLLEGE
BILINGUAL SPECIAL EDUCATION TRAINING PROJECT

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PARTICIPANTS

The Bilingual Special Education Training Project is a collaboration between Bridgewater State College and public school systems in Brockton, Fall River, New Bedford, Stoughton and Taunton that serve Limited English Proficiency students.

DESCRIPTION OF AREA

Bridgewater State College, with a long tradition in education since 1840 and a campus thirty miles south of Boston, is uniquely suited to serving the needs of the communities between Boston and Cape Cod. In recent years, the southeastern region of Massachusetts has developed tremendously and the cities of Brockton, Fall River, New Bedford, Stoughton and Taunton are in the process of becoming urban centers with a high proportion of minority language children, predominantly Hispanic, Portuguese and Southeast Asian. The need for bilingual special educators has become a priority for the school systems in the region as it is increasingly clear that the special education needs of bilingual children have not been adequately addressed.

PROGRAM FOCUS

The goal of this project is to develop competency in teachers and administrators to address the needs of Limited English Proficiency (LEP) children with special education needs. The program also seeks to develop advocacy and leadership skills in areas such as assessment, legislation, and programming for bilingual and special education.

This project serves three different types of populations:

- Bilingual teachers in the school system who participate in the Masters degree program
- School system personnel and Bridgewater State College administrators who participate in bilingual/ multicultural training seminars
- Children and local residents in communities selected for practicum activities

PROGRAM ACTIVITIES

Masters Degree Program

This Program grants a Masters degree program and special education certification for bilingual teachers. Teachers trained in this program are prepared to address the educational needs of LEP children who also have special education needs.

Training Seminars

Another aspect of the project emphasizes the development and implementation of training sessions and seminars for faculty administrators at Bridgewater State College and area school personnel in topics such as: multicultural awareness, bilingual education, legislation, assessment updates in bilingual education, methodology, and other areas of concern to bilingual educators.

Practicum

A practicum project is required of all participants in the program. This practicum involves the planning, implementation and evaluation of an educational activity with bilingual students or within the bilingual community. The problems addressed in the practicum will be identified with school personnel for their importance and relevance to LEP special education needs. Practicum activities may include projects such as the recruitment and retention of bilingual students and parent participation in the schools.

HISTORY AND DEVELOPMENT

This project started three years ago in response to the increased need for bilingual special educators. Bridgewater State College submitted a proposal to the Office of Bilingual Education and Minority Affairs, U.S. Department of Education, to address the joint needs of bilingual and special education children in the region.

Under the leadership of Dr. Juan C. Rodriguez, the project developed with the active collaboration of the Department of Special Education at Bridgewater State College and school systems in the region. Since the beginning of the project, school officials have been involved in the identification of bilingual special education programs that could be addressed in the training of teachers and administrators. A series of meetings were conducted with Bridgewater State College senior officers, school superintendents, Bilingual and Special Education directors, and other school personnel of the participating schools to refine and solidify the concept of the teachers' training program. The training and practicum activities were discussed and developed. School teachers and administrators were invited to participate in the various activities sponsored by the project and recruitment for the Masters programs was actively pursued in the participating school systems.

MANAGEMENT AND COORDINATION

The management and coordination of activities has been the major responsibility of Dr. Rodriguez. While he has involved many others in the process of coordinating and implementing the activities, his leadership as director of the Bilingual Special Education program provides a solid base for the collaborative efforts that sustain the program.

FUNDING AND RESOURCES

The project is funded with a federal grant and additional support from Bridgewater State College, which provides classrooms, equipment, and office space. The schools actively contribute to the recruitment of teachers for the training program and faculty and administrators contribute their time to supervise practicum and other project related activities.

MONITORING AND EVALUATION

This project submits regular evaluation reports to its funders and conducts ongoing evaluations as part of the Masters program at Bridgewater State College.

CONCLUSIONS AND IMPLICATIONS

The Bridgewater State College Bilingual Special Education Training Project was developed as a response to the unique and complex educational needs of bilingual children with special education needs in the public school system. The project has proven to be a successful and unique collaboration in its ability to address the needs of a previously neglected population. Today, the project is seen as a model for other schools and systems in the New England region. It has recently expanded to create another training institute, the New England Bilingual Special Education Faculty-Dean Training Institute, that includes fourteen participating colleges and universities in New England.

STEP
(THE SUMMER TEEN EXPLORATION PROGRAM)

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PARTICIPANTS

For the past four summers, Care About Now and the East Boston Harborside Community School have jointly offered a summer recreational and educational activity, Summer Teen Exploration Program (STEP), that is open to 10-13 year old residents of Chelsea and East Boston. Care About Now is a bilingual/bicultural Hispanic community organization located in Chelsea that provides a multitude of services primarily to the city's Hispanic population. The East Boston Harborside Community School, located in East Boston High School, provides a variety of programs to the East Boston community and opens the high school's facilities to community programs. In the summer of 1986, the East Boston Social Center, which provides a range of human services, was added to the partnership.

DESCRIPTION OF THE AREA

Chelsea, a small city of approximately 25,000 people, has a population that is approximately 30% Hispanic, 10% Asian, and 7% Black. Chelsea's large Hispanic population makes it one of six cities in which over 50% of Massachusetts' Hispanic population lives. This Hispanic community, which began growing in the late sixties with residents from Puerto Rico and large cities in the United States, is relatively young and has 30-40% of its citizens speaking limited English. Chelsea has the highest percentage of families under the poverty level in the state. In the Hispanic community, a very low percentage of the students complete high school and there has been a recent sharp increase in teenage drug abuse.

East Boston, which has a population of approximately 32,000 people of which 77% are Italian and 16% Irish, has seen a recent increase in Indo-Chinese immigration. Logan Airport dominates the eastern half of East Boston and creates severe traffic, noise, and air pollution problems in the area. These factors tend to limit the social, recreational, and educational enrichment opportunities for the city's youth and contributed to East Boston's share of Boston's 19% unemployment rate.

PROGRAM ACTIVITIES

The STEP program operates during the summer months and provides youth from Chelsea and East Boston with opportunities to participate in recreational, educational, and cultural activities that otherwise would not be available to them. The STEP program exists to serve two major purposes:

1. To develop a sound consistent adolescent summer program that addresses community needs and builds strong collaborative relationships among existing resources.
2. To operate a summer youth program that focuses on individual needs in a way that enhances cross-cultural communication.

A prominent feature of STEP is its conscious emphasis on the bilingual and bicultural nature of the program. Participants are recruited to ensure a diverse and representative ethnic and racial mix of teens from the two communities. Physically challenged teens are also encouraged to participate in the program to encourage further diversity in the population served. The program is operated with multi-cultural bilingual staff who can communicate in all of the languages spoken by the participants. Staff training includes a major emphasis on operating a multicultural and multilingual program that provides cross-cultural experiences and brings together adolescents from widely different backgrounds in very positive ways.

The STEP program served 110 young teens aged 10-13 from Chelsea and East Boston in 1986. During the summer, the program runs from 8:00 a.m. to 6:00 p.m. and provides bus pick-up and drop-off. The program, based at the East Boston Harborside Community School, uses many of the high school's facilities and takes frequent field trips.

During the first two weeks of the summer, participants from the STEP program spend their days at East Boston Social Center camps in Westford, Massachusetts and are integrated with the overnight campers there. Boys and girls have a full range of camping programs available to them.

During one five week block of the summer, the program uses the University of Massachusetts Sports Program, located at the Boston campus, in the mornings on Monday through Friday. This program introduces teens to their peers throughout the city, provides sports and substance abuse education, and includes interaction with adult role models. Afternoon classes at the community school complement the morning program. In addition, field trips occur regularly to other neighborhoods in the Boston area, museums, cultural events, factories, and state parks.

Many planning and training activities occur to prepare for the summer program and extensive local publicity is used to explain and recruit for the program. A variety of local agencies are contacted to seek referrals to the program and community meetings are held with parent, tenant, and other appropriate groups. These efforts place special emphasis on reaching linguistic minorities and encouraging their participation in the program. Local agencies, whose focus is on linguistic minorities, are contacted and all advertising is circulated in Spanish, Khmer, Vietnamese, and English.

Staff members, who are hired with consideration given to their bilingual and bicultural abilities, are provided with training in physical, linguistic, and cultural differences. As a whole, staff hiring patterns try to reflect the diversity of differences represented in the participant population.

HISTORY AND DEVELOPMENT

The STEP program was first run during the summer of 1982. The current director of Care About Now (CAN) and a previous director of the East Boston Harborside Community School (EBHCS), who had worked together previously, met to plan the program. Both communities provided summer programs for younger children and teenagers but there was a gap in programming for 10-13 year old young teenagers. The two directors created the STEP program to meet this need in both communities. The program has consistently maintained and featured cross-cultural communication between the two communities which is designed to challenge the cultural isolation that routinely existed between these cities and their residents.

Two other related summer programs were collaboratively run by the two organizations. The Summer Teen Employment Program (STEP 2) was run from 1982-1984 and paid teens for public service work in the communities. Because the cost of running this program became prohibitive, it was dropped after three years of operation. The Summer Teen Evening Program (STEP 3), an evening recreation program for 14-16 year old teenagers that ran from 1982-1985, was located at East Boston High School but attended primarily by Chelsea teens. This year, therefore, CAN will run its own evening program for Chelsea teens.

The multicultural nature of the program has resulted in occasional racial tension. In preparation for the program's first summer, parent meetings were held to explain the format of the new program and, initially, parents in both communities were resistant to the idea of "mixing" their children. The original concern has grown to acceptance on the part of parents. Another problem has been finding staff that support a multi-cultural focus, possess bilingual skills, and are willing to work for minimal wages. When disagreements based on racial/ethnic issues have arisen, the staff's ability to communicate clearly and establish trust has contributed to their successful resolution.

MANAGEMENT AND COORDINATION

The directors of CAN and EBHCS meet in early January to review the previous year's experience and design the program for the coming year. The directors write proposals for funding, make the necessary plans, and share the tasks to be accomplished. In May, the directors hire a summer coordinator who is responsible for hiring and training staff and directing all aspects of the program.

FUNDING AND RESOURCES

The STEP program is funded through a variety of resources including the collaborating agencies, state government, fees based on a sliding scale, fundraising, and a donation from the Associated Grant Makers. In addition, many non-monetary contributions add to the program. In-kind contributions of personnel time and administrative support are provided by the collaborating agencies. The University of Massachusetts Sports Program is provided to participants free of charge. Organizations, such as the Multi-Cultural Project, provide staff training free of charge while the Children's Museum and other institutions make their facilities and services available to the program without charge. In all, the STEP program uses ten agencies in addition to the partnership organizations.

MONITORING AND EVALUATION

The STEP program has many monitoring and evaluating aspects designed into its structure. Ten major community and individual objectives are identified for the program, each of which has stated measures of effectiveness associated with it. The measures are evaluated by staff and parents to determine the success of the program.

No formal evaluation occurs among the collaborators. Ongoing informal contact among the directors occurs during the planning and implementation periods of the program. In this process, the directors review how well the STEP program meets its goals and how well the collaboration has worked.

CONCLUSIONS AND IMPLICATIONS

The STEP program was designed from its outset to address directly the multicultural and multilingual issues that could be expected to arise in this summer teen program. The Directors of the partnership organizations have demonstrated sensitivity toward and understanding of the special needs of this program. The program has expanded and adapted in response to opportunities and circumstances and has demonstrated its ability to deliver a viable, flexible and effective program for city teens.

Massachusetts Department of Education

CENTRAL MASSACHUSETTS REGIONAL EDUCATION CENTER
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